

THE NORTH CENTRAL ASSOCIATION
QUARTERLY

Volume VII CONTENTS FOR MARCH Number 4

ASSOCIATION NOTES AND EDITORIAL COMMENTS 351

TENTATIVE PROGRAM, THIRTY-EIGHTH ANNUAL MEETING 355

THE CONSTITUTION OF THE ASSOCIATION 359

A HISTORICAL OFFICIAL ROSTER 363

THE FIRST PRESIDENTIAL ADDRESS *James B. Angell* 372

THE AIMS, ORGANIZATION, AND ACTIVITIES OF THE ASSOCIATION 375

COLLEGE ENTRANCE PRACTICES AFFECTING SENIOR HIGH SCHOOL—
 A COMMITTEE REPORT *A. A. Reed, Chairman* 382

LARGE SCALE PLANNING IN HIGHER EDUCATION *Fred J. Kelly* 388

ORIENTING THE ORIENTATION COURSE *W. P. Kissick* 394

THE ASSOCIATION'S VIEWS ON ENGLISH *Calvin O. Davis* 409

ADDITIONAL OFFICIAL MINUTES 427

INDEX TO VOLUME VII 443

THE NORTH CENTRAL ASSOCIATION QUARTERLY

Volume VII

MARCH, 1933

Number 4

ASSOCIATION NOTES AND EDITORIAL COMMENTS

THE annual meeting of the Association is to be held in Chicago during the week of March 13th. The headquarters will again be in the Stevens Hotel. The complete temporary program for the meeting will be found elsewhere in this issue. It should be noted that a few slight changes in arrangements have been made over those of previous years. These changes were mentioned in the December *QUARTERLY*. In particular all meetings have been moved ahead one-half day's session. That is, the Commissions will hold sessions on Wednesday and Thursday, and the Association will meet in its general sessions on Friday and Saturday. The banquet session is set for Friday night.

These several changes were made primarily in the interest of high school members of the Association. It was thought by the Executive Committee that if the general sessions were held at the very close of the week, high school principals and teachers who care to attend the meetings would need to miss only one day of school work and would therefore be more inclined to come to Chicago for the sessions.

SPECIAL CONFERENCES

As will be seen from the Preliminary Program two special conferences have been called in connection with the annual

meeting of the Association. One of these—a National Conference on the National Survey of Secondary Education—is to be held on Wednesday, March 15th. Honorable William J. Cooper, U. S. Commissioner of Education, will be the presiding officer.

The second conference is styled a Conference of High School Principals and will concern itself with some of the pressing concrete problems that confront secondary education at the present time. This conference will be presided over by Dean James B. Edmonson of the University of Michigan.

RAILROAD RATES AND CERTIFICATES

As in the past the various railroads leading to Chicago will grant a special rate of fare to members and their families attending the Association meetings. The arrangement is made on the so-called certificate plan. Each member attending the meetings should purchase a straight one-way ticket and ask for a *certificate* (not a receipt). This certificate, when validated by the officers of the Association will enable the member to purchase a return ticket, over the same route, at half fare or less. It is very important that all of the members who use the railroads in coming to Chicago secure the railway

certificates. Only as a minimum number cooperate in this matter can the special rates be secured.

THE CONSTITUTION

It seems wise to republish the Constitution of the Association from time to time in order that the reading public may know how the Association is organized and administered and in order that members may have at hand for ready reference the document under which they are working. Hence this issue of the *QUARTERLY* reprints it in full.

PRESIDENT ANGELL'S ADDRESS

The North Central Association was established in 1895. President Angell of the University of Michigan was the first president of the Association. In his presidential address delivered at the time of the first annual meeting in 1896, President Angell gave expression to his views respecting the purposes of the organization and what might be hoped from it. In this address President Angell has spoken with the simplicity of language and the clearness of rhetoric for which he was ever famous. It has seemed fitting to the Editor of the *QUARTERLY* to include this first presidential address in this issue.

OUR HONOR ROLL

Since 1895 when the Association was founded large numbers of individuals have served officially in one capacity or another in connection with the work of the organization. It has seemed proper to bring the lists of these individuals together in what may be called "A Historical Official Roster." Such an honor roll is included in this issue of the *QUARTERLY*.

Clearly, of course, this list of names—although in itself long—does not tell the entire story. Each year, literally a score or more temporary committees are raised to expedite the activities of the Associa-

tion, and each of these committees is composed of from three to a dozen or more individuals. These men and women deserve credit for the work they have done and are doing. Certainly, too, no one in the Association or outside of it would wish to withhold from them the public honors that are theirs. However, it did not seem possible to include these supplementary lists of workers in the records as here made up. May they not, nevertheless, be grouped collectively and be given the rewards of The Unheralded Workers?

THE NEW BOOK

The Association is to be congratulated on the excellent book, *High School Curriculum Reorganization*, which it has just published. The book makes available in one volume a revised and re-edited series of reports produced by the Committee on Standards for Use in the Reorganization of High School Curricula during the past decade. The Editing Committee, with L. W. Webb of Northwestern University as Chairman, has included several chapters on the philosophy of curriculum materials and uses of the Association's materials, as well as outlines, illustrative materials, and suggestions for most of the high school subjects. The complete table of contents is reproduced on the last leaf of this issue of the *QUARTERLY*.

High school teachers and administrators, and students of education generally, will find this book to be an indispensable storehouse of materials and guidance for the secondary school program of studies. It is already known that many professors of secondary education, including a number who are entirely outside the territory of the Association, will use the book for college and university instruction. It is obvious, of course, that all high school teachers and administrators, particularly in North Central schools, should study and use the materials.

Fortunately the book has been produced in excellent form, both typographically and editorially, and is comparable with professional books of the leading national publishers. Since it is a non-commercial publication it is available at a very much reduced cost to the buyer. A picture of the book and a further announcement and order blank may be found on the last leaf of this issue of the *QUARTERLY*.

ASSOCIATIONAL ADDRESSES

The last of the formal addresses delivered before the Association's meeting of 1932 is presented in this number of the *QUARTERLY*. This is the paper read by Dr. Fred J. Kelly of the U. S. Office of Education and entitled, *Large Scale Planning in Higher Education*.

After pointing out that elementary and secondary education are still largely dominated by the influences of the smaller districts of the country Dr. Kelly calls especial attention to the need for having higher education guided by a large scale vision. Says he, "It is my contention that the forces that are at work compelling large scale social and economic planning in industry, business and finance are as operative in the field of higher education as in any social agency. Furthermore, the present economic depression, and the present social turmoil even more, indicate the urgency of the need for large scale planning in the field of higher education. The day of institutional competition must soon pass. A system or systems of higher education in which the many institutions make up a unified whole must take its place."

MR. REED'S REPORT

For more than ten years the North Central Association has talked about ways and means of making admission to college more flexible than it has been.

Much of this discussion arose because of the development of the junior high school and its desire to be given a freer hand in dealing with pupils below the tenth grade level. In 1927 the Association finally adopted by a unanimous vote a set of proposals bringing about these objectives.

One year ago, a committee headed by Mr. A. A. Reed undertook to learn how fully North Central Association colleges and universities have adopted the recommendations of this body and are today providing for a flexible plan of admission. This issue of the *QUARTERLY* carries the report of that committee. It certainly is very interesting to note that "77 per cent of the institutions in North Central territory have made modifications of their entrance requirements and have accepted one or both of the two plans proposed by the Association." It is also interesting to note that a large percentage of the institutions outside North Central Association territory have also made like modifications of their entrance plans.

Other very interesting facts are brought out in the study by Mr. Reed's Committee. In particular many of the illogical practices of institutions of higher learning are shown here with a great deal of forcefulness.

THE SUBJECT OF ENGLISH

From the very first days of the Association's history consideration has been given very frequently to curriculum matters—especially to curriculum matters pertaining to the high school. Of all of the subjects of study involved in these considerations none has received greater attention than English. As one glances through the pages of the old *Proceedings* he is impressed over and again by the frequency with which the topic bobs up in Association meetings—either as the result of prepared papers or more or less incidentally in floor discussions.

As stated elsewhere in this issue, the Committee on Standards for Use in the Reorganization of Secondary School Curricula has recently re-edited the entire body of subject matter materials that have, during the past few years, been accumulated by them. In this new book English, of course, comes in for its share of attention. However, the Committee has not included in its materials anything that has been formulated by Association agencies other than its own. Consequently it has not touched upon discussions and recommendations of the Association which were made previous to the year 1920 or thereabouts, and has omitted the analysis and suggestions made by such an agency as the Committee on College Entrance Requirements in English. Of course these omissions are logical and defensible. To have gone over the entire 38 years of the Association's proposals in handling curriculum matters would have been out of harmony with the purposes of the present committee. Nevertheless, it has seemed to the Editor of the *QUARTERLY* that it might be appropriate to present an article in this issue bringing together the earlier discussions on the subject of English and to attach thereto certain suggestions and recommendations made recently by other committees of the Association. He therefore has done so. Perhaps the material here included may serve as a helpful supplement to the re-edited sections on English appearing in the new book, *High School Curriculum Reorganization*, published March 1 by the Association.

CURRICULUM REPRINTS

Although the new book mentioned above contains in a re-edited form most of the curriculum materials gathered by the Commission on Unit Courses and Curricula during the past ten years, it is probable that many superintendents,

principals, and professors teaching in colleges may desire to have a supply of particular subject matter outlines for the use of study groups or classes. For such, the various reprints published previously may prove advantageous. The *QUARTERLY* office still has for sale a supply of these reprints, the list of which follows.

Collected Reports, Part I (containing reports on English, Latin, French, general science, biology, physics, chemistry, home economics, and physical education), fifty cents.

Collected Reports, Part II (containing reports on agronomy, art, music, mathematics, social studies, Spanish, and German), fifty cents.

Agronomy, ten cents.

Art: General Art Courses, and An Experimental Unit in Color, twenty cents.

Athletics, ten cents.

Biology and General Science, ten cents.

Teaching Units in Biology, fifteen cents.

Chemistry and Physics, ten cents.

Class Size at the College Level, fifteen cents.

The Course in High School Chemistry, fifteen cents.

Home Economics, ten cents.

English, ten cents.

College Entrance Requirements in English, twenty cents.

Extra-Curricular Activities, ten cents.

French, ten cents.

German and Spanish, ten cents.

Latin, ten cents.

Mathematics, ten cents.

Music, ten cents.

Physical Education, ten cents.

Quantitative Standards for Physics: Teaching Units I-V, ten cents; Teaching Units VI-XIX, twenty cents

Additional Studies Relating to Physics, twenty cents.

Experimental Use of Units in Physics, fifteen cents.

Teaching Science in Secondary Schools, twenty-five cents.

Social Studies, ten cents.

1904—1911—1917

The *QUARTERLY* office is still in need of copies of the Association's *Proceedings* for the years 1904, 1911, and 1917. If any members can locate these three issues and secure them for the office the courtesy will be greatly appreciated.

TENTATIVE PROGRAM*

THIRTY-EIGHTH ANNUAL MEETING
of the
NORTH CENTRAL ASSOCIATION OF COLLEGES AND
SECONDARY SCHOOLS

Wednesday, Thursday, Friday, Saturday

March 15, 16, 17, 18, 1933

Chicago, Illinois

HEADQUARTERS: STEVENS HOTEL

THE three Commissions of the Association will have programs on Wednesday and Thursday, March 15 and 16. The general sessions of the Association will be held on Friday morning, afternoon, and evening, and on Saturday morning and afternoon. The annual banquet will be held Friday evening.

In addition to the regular meetings of the Commissions and of the General Association two special conferences will be held. These are: (1) a conference concerning the National Survey of Secondary Education, scheduled for Wednesday, March 15; and (2) a conference of high school principals, called to consider pressing problems relating to secondary education and meeting on Thursday, March 16.

PROGRAMS OF THE SPECIAL CONFERENCES

WEDNESDAY, MARCH 15

9:00 A.M.

National Conference on the National Survey of Secondary Education. Hon. WILLIAM JOHN COOPER, U. S. Commissioner of Education, presiding.

2:00 P.M.

National Conference on the National Survey of Secondary Education, continued.

THURSDAY, MARCH 16

9:00 A.M.

Conference of High School Principals on Secondary Education, Dean J. B. EDMONSON, University of Michigan, presiding.

1. Permissible Experimental Departures from North Central Association Standards.
2. Methods of Checking Results of Local Experiments.
3. Relation of the High School to the Junior College.

2:00 P.M.

1. Length of Laboratory Periods.
2. Methods of Using the Library.
3. Topics Arising out of the Present Emergency.

*Copies of the complete program for the 1933 meeting will be available for distribution at the Headquarters in the Stevens Hotel at the time of the annual meeting.

PROGRAMS OF THE COMMISSIONS

A. *Commission on Unit Courses and Curricula*

THURSDAY, MARCH 16, MORNING AND AFTERNOON

1. Report of the Committee on Survey and Publication of Trends in Curriculum Revision. G. W. WILLETT, *Chairman*.
2. Report of the Committee on Qualitative Units in Subject Matter. J. E. FOSTER, *Chairman*.
 - a. Art—William S. Whitford.
 - b. Chemistry—W. H. Lancelot.
 - c. Mathematics—Raleigh Schorling.
3. Report of the Committee on the Re-edited Subject Units—The Book. L. W. WEBB, *Chairman*.
4. Report of the Committee on Functional Units of the Curriculum. WILL FRENCH, *Chairman*.
5. Report of the Committee on Experimental College Entrance Units. H. H. RYAN, *Chairman*.
6. General Business.

B. *Commission on Secondary Schools*

WEDNESDAY, MARCH 15, MORNING AND AFTERNOON

1. Analysis of application blanks from schools seeking accrediting.

THURSDAY, MARCH 16

9:00 A.M.

1. Roll Call of State Committees and Members of Commission.
2. Final reading of school lists and action by the Commission.
3. Report of the Secretary and of routine committees.
4. Report of the Committee on Athletics. E. E. MORLEY, *Chairman*.
5. Report of the Committee on Library. E. L. MILLER, *Chairman*.
6. Report of the Committee on Nominations and Election of Officers.

2:00 P.M.

1. Report on the National Survey of Secondary Education.
2. Report of the progress of educational experiments.
3. Report of the Committees on Standards, Blanks, etc.
4. Report of the progress of the committee appointed by the Progressive Education Association to promote better cooperative relationships between secondary schools and colleges.

C. *Commission on Institutions of Higher Education*

WEDNESDAY, MARCH 15

2:00 P.M.

1. Roll Call.
2. Outline of Program and Procedure. The Chairman.
3. Report of the Secretary of the Commission.

4. Reports of Special Committees of the Commission.
 - a. Regional Conference Committee. President H. M. WRISTON, *Chairman*.
 - b. Committees in charge of supervising various experiments approved by the Commission.
 - (1) Iowa State Teachers College. Professor V. A. C. HENMON, *Chairman*.
 - (2) Joliet Junior College. Dean THOMAS E. BENNER, *Chairman*.
 - (3) Junior College of Kansas City. Dr. CHARLES H. JUDD, *Chairman*.
 - (4) Tulsa Senior High School. Professor J. D. ELLIFF, *Chairman*.
 - (5) Cornell College. Dr. FLOYD W. REEVES, *Chairman*.
 - (6) Gary, Indiana. Dr. ARTHUR J. KLEIN, *Chairman*.
 - c. Committee on Physical Education and Athletics. President W. P. MORGAN, *Chairman*.

THURSDAY, MARCH 16

9:00 A.M.

1. Roll Call.
2. Program in Charge of the Committee on Revision of Standards. President L. D. COFFMAN, *Chairman*.
 - a. Some Issues Involved in the Revision of Standards and Accrediting Procedures. President GEORGE F. ZOOK, University of Akron.
 - b. New Standards and Their Explication.
 - (1) Methods of Evaluating the Product of an Institution. Dean M. E. HAGGERTY, University of Minnesota.
 - (2) A New Type of Standard and Its Explication Relative to Administration. Professor FLOYD W. REEVES, University of Chicago.

2:00 P.M.

1. Roll Call.
2. The Experimental Survey Project Conducted Jointly by the Board of Review and the Standards Committee.
 - a. President R. A. KENT, University of Louisville.
 - b. President HOMER P. RAINEY, Bucknell University.
3. Discussion, led by President L. D. COFFMAN, University of Minnesota, *Chairman*.
4. Report on Financial Standards for Catholic Institutions. Professor FLOYD W. REEVES, University of Chicago.

PROGRAM OF THE GENERAL ASSOCIATION

Presiding Officer: A. A. REED, University of Nebraska

(All sessions held in the Grand Ball Room)

FRIDAY, MARCH 17

9:00 A.M.

1. Program in Charge of the Commission on Unit Courses and Curricula. Mr. DEAM, Presiding.
Examples of units in mathematics, chemistry and social studies will be presented by the Chairman of the Commission, with the help of Committee-men who have been working in these fields.

2. Appointment of Committees. Mr. REED.
3. Report of the Executive Committee. Mr. CLEVENGER.
4. Report of the Treasurer. Mr. McCOMB.
5. Address: WILLIAM MATHER LEWIS, President, LaFayette College, President of the Association of Colleges and Secondary Schools of the Middle States and Maryland.

2:00 P.M.

1. Program in Charge of the Commission on Institutions of Higher Education.
 - a. Report of the Commission on Institutions of Higher Education. Dean GEORGE A. WORKS, *Secretary*.
 - b. Report of Delegate to American Council on Education.
 - c. Report of Committee on Revision of Standards for Higher Institutions.
2. Address: WILLIAM PRESTON FEW, President of Duke University, President of the Association of Colleges and Secondary Schools of the Southern States.

6:00 P.M.—BANQUET

1. Introduction of Guests and Fraternal Delegates.
2. Address: A. A. REED, President of the North Central Association of Colleges and Secondary Schools.
3. Address: C. H. JUDD, Dean, School of Education, University of Chicago.

SATURDAY, MARCH 18

9:00 A.M.

1. Program in Charge of the Commission on Secondary Schools. Mr. CARROTHERS, presiding. Report of business transacted by the Commission. H. G. HOTZ, *Secretary*.
2. Address: PHILIP SOULEN, Inspector of Accredited Schools, University of Idaho, Secretary of the Northwest Association of Secondary and Higher Schools.
3. Report of Committee on Time and Place for the 1934 meeting.
4. Election of officers and other matters of business.

2:00 P.M.

Joint Meeting of the Commissions.

1. Discussions of the National Survey of Secondary Education.
2. Miscellaneous Business.

THE CONSTITUTION OF THE ASSOCIATION

Revised and Adopted March 15, 1928

THE constitution of the Association is here reproduced in full.

ARTICLE I. NAME

The name of this Association shall be the North Central Association of Colleges and Secondary Schools.

ARTICLE II. OBJECT

The object of the Association shall be to establish closer relations between the secondary schools and the institutions of higher education within the North Central States and such other territory as the Association may recognize.

All decisions of the Association bearing on the policy and management of secondary schools and institutions of higher education are understood to be advisory in their character.

ARTICLE III. MEMBERSHIP

Section 1. The membership of the Association shall consist of three classes: First, secondary schools and institutions of higher education; second, officers of the Association and members of the Commissions; and third, honorary members.

Section 2. Any secondary school or institution of higher education which has been approved by the Association shall be admitted to membership on the payment of the annual dues. Such membership shall cease, if, at any time, the secondary school or institution of higher education is dropped from the approved list of the Association or if the annual dues are more than one year in arrears.

Section 3. Honorary members shall be elected on the nomination of the Execu-

tive Committee and confirmation by a two-thirds vote of all the members present and voting at any regular meeting. All persons holding individual membership prior to the annual meeting, March 20 and 21, 1925, shall thereafter be honorary members.

Section 4. All individuals holding membership on Commissions of the Association or serving as elected officers of the Association shall be members of the Association with full powers except as limited by Section 5 of Article III.

Section 5. Any person engaged in the work of teaching or administration in a secondary school or institution of higher education which holds membership in the Association shall have the right to attend meetings and participate in the activities of the Association; but a secondary school or institution of higher education holding membership shall have only one vote on any question before the Association, such vote to be cast by the executive head of the secondary school or institution of higher education or by some person designated by him in credentials addressed to the Secretary.

Section 6. Honorary members shall receive the publication of the Association and have all the privileges of membership in the Association except voting, provided that this clause shall not impair the right to vote of those persons who were honorary members of the Association prior to March 1, 1928.

Section 7. Honorary members, officers of the Association, and members of the Commissions shall not be required to pay dues, as hereinafter defined.

ARTICLE IV. OFFICERS AND
COMMITTEES

Section 1. The officers of the Association shall be a President, two Vice-Presidents, a Secretary, and a Treasurer. The President and two Vice-Presidents shall be elected at the annual meeting of the Association for a single term of one year or until their successors are elected. The Secretary and the Treasurer shall be appointed by the Executive Committee and shall serve without compensation.

Section 2. There shall be an Executive Committee, a Commission on Institutions of Higher Education, a Commission on Secondary Schools, and a Commission on Unit Courses and Curricula, constituted as hereinafter defined.

Section 3. The Executive Committee of the Association shall consist of the President, the President of the next preceding year, the Secretary, the Treasurer, four additional members two of whom shall be elected each year by the Association for a term of two years, and the chairman of each of the Commissions provided for in Section 2. (Two of the four members of the Executive Committee elected in 1928 shall be selected for the term of one year.) The Executive Committee shall receive and report the list of members. It shall receive the approved lists prepared by the Commission on Institutions of Higher Education and the Commission on Secondary Schools, shall pass on these lists, and shall cause them to be published. The Executive Committee shall have final authority to hear and determine appeals, if any, against the findings of these Commissions in the approval of schools. It shall nominate members of the various Commissions as hereinafter provided subject to election by the Association. It shall fix the time and place of meetings not otherwise provided for; shall prepare the

program for the annual meeting; shall provide for the publication of reports and proceedings; shall fill vacancies in the list of officers; and shall transact any necessary business when the Association is not in session.

The Executive Committee shall have the power to authorize and approve all expenditures of funds and each Commission shall submit to it a budget of proposed expenditures. The Executive Committee shall submit a detailed report of income and expenditures at each annual meeting. This report of the Executive Committee shall be referred to an auditing committee appointed by the President.

All the acts of the Executive Committee shall be subject to revision by the Association except where the Executive Committee has been given final authority.

Section 4. The Commission on Institutions of Higher Education shall consist of forty-eight persons representing the members of the Association, thirty from the institutions of higher education and eighteen from the secondary schools. These shall be elected for a period of three years, ten members of the first group, and six of the second to be elected annually.

This Commission shall prepare a statement of the standards to be met by institutions of higher education seeking the approval of the Association, which standards shall be submitted by the Executive Committee to the Association for approval or rejection; shall receive and consider statements made by institutions within this territory seeking to be approved by the Association; shall provide such inspections as it deems necessary; shall prepare lists of institutions which conform to the standards prescribed; and shall submit lists to the Executive Committee for final approval and publication. This Commission may, with the approval

of the Executive Committee, grant an institution of higher education the freedom to waive certain standards in order that the institution may carry on an educational experiment that the Commission has approved.

Section 5. The Commission on Secondary Schools shall consist of (a) the high school inspector or corresponding officer for the state university in each state within the territory of the Association; or, in case there is no such officer, some member of its faculty designated by the state university; (b) the inspector of high schools, if any, of the state department of public instruction in each state within the territory of the Association; (c) a principal of a secondary school accredited by the Association, to be elected by the Association on the nomination of the Executive Committee for a period of three years, one-third of the number to be elected each year; and (d) eighteen other persons to be elected by the Association on the nomination of the Executive Committee for a period of three years, one-third of the number to be elected each year.

This Commission shall prepare a statement of the standards to be met by secondary schools seeking approval by the Association which standards shall be submitted by the Executive Committee to the Association for approval or rejection. This Commission shall make such inspection of schools as it deems necessary, shall prepare lists of the secondary schools within the territory of the Association which conform to the standards prescribed, and shall submit these lists to the Executive Committee for final approval and publication. This Commission may, with the approval of the Executive Committee, grant a secondary school the freedom to waive certain standards for approval in order that the school may carry on an educational experi-

ment that the Commission has approved.

Section 6. The Commission on Unit Courses and Curricula shall consist of twenty-four persons, twelve representing the institutions of higher education and twelve the secondary schools, members of the Association, four of each group to be elected annually for a period of three years on the nomination of the Executive Committee.

This Commission shall plan and carry forward research relating to unit courses of study in various subjects and the curriculum in all classes of secondary schools and institutions of higher education included within the Association.

Section 7. The Commissions herein provided for shall elect their own officers, one of whom shall be designated the chairman.

Section 8. Prior to each annual meeting of the Association the President shall appoint a committee of five whose duty it shall be to nominate suitable persons for election to each office not otherwise provided by the Association. The announcement of these nominations shall be made at the first session of the Association, but elections shall take place at a later session. Independent nominations may be made upon petition by any ten members.

ARTICLE V. MEETINGS

There shall be an annual meeting of the Association at such time and place as may be determined by the Association and such special meetings as the Association or the Executive Committee may appoint.

ARTICLE VI. FEES

To meet the expenses of the Association, an annual fee shall be paid by each member, the amount to be determined by the Association on the recommendation of the Executive Committee.

ARTICLE VII. QUORUM

At any meeting in accordance with provision of Article V, fifty voting members of the Association shall constitute a quorum.

ARTICLE VIII. AMENDMENTS

This constitution may be amended by a three-fourths vote at any regular meeting, provided that a printed notice of

the proposed amendments be sent to each member two weeks before said meeting.

ARTICLE IX. PARLIAMENTARY RULES

The rules contained in *Robert's Rules of Order*, Revised, shall govern the meetings of the Association and of the Commissions in all matters to which they are applicable, and in which they are not inconsistent with this Constitution or the rules of the several bodies involved.

A HISTORICAL OFFICIAL ROSTER

THE North Central Association was founded in 1895. Since that date the constitution has been revised or rewritten several times. At the outset the Association provided only for the usual general officers: president, vice-president, secretary, and treasurer. Later, in 1901, a Commission on Accredited Schools was created. Very shortly thereafter this Commission organized with four sub-committees, the most dominating one being the Committee on High School Inspection. As this committee grew in power it assumed a new name, the Board of Inspectors. Still later this Board gave place to the Commission on Secondary Schools.

Meanwhile there slowly developed the activities that were tending to produce two other commissions, the Commission on Institutions of Higher Education and the Commission on Unit Courses and Curricula. Finally in 1915, when a new constitution was drawn, these three commissions were recognized as coordinate.

It seems fitting to present in the QUARTERLY the lists of those who throughout the past thirty-eight years have held various offices in the Association. Such lists follow. The positions given after the names are the positions held at that time.

PRESIDENT

- 1895 J. B. ANGELL,* President, University of Michigan.
- 1896 C. K. ADAMS,* President, University of Wisconsin.
- 1897 J. H. CANFIELD,* President, University of Ohio.
- 1898 A. F. NIGHTINGALE,* Superintendent of Schools, Chicago.

*Deceased.

†Also a holder of an individual membership.

- 1899 W. F. SLOCUM, President, Colorado College.
- 1900 G. B. AITON,* Superintendent of Schools, Minneapolis.
- 1901 S. W. CHAPLIN,* Chancellor, Washington University.
- 1902 G. N. CARMAN, Director, Lewis Institute.
- 1903 A. S. DRAPER,* President, University of Illinois.
- 1904 F. L. BLISS,* Principal, Detroit, Michigan.
- 1905 G. E. MACLEAN, President, University of Iowa.
- 1906 E. L. HARRIS,* Principal, Cleveland, Ohio.
- 1907 E. J. JAMES,* President, University of Illinois.
- 1908 E. W. COY,* Principal, Cincinnati, Ohio.
- 1909 C. N. WOODWARD,* Professor, Washington University.
- 1910 G. W. BENTON,* Principal, Indianapolis, Indiana.
- 1911 H. P. JUDSON,* President, University of Chicago.
- 1912 W. J. S. BRYAN, Superintendent, St. Louis, Missouri.
- 1913 F. N. SCOTT,* Professor, University of Michigan.
- 1914 J. E. ARMSTRONG, Principal, Chicago, Illinois.
- 1915 T. A. CLARKE,* Dean, University of Illinois.
- 1916 C. B. CURTIS,* Principal, St. Louis, Missouri.
- 1917 T. F. HOLGATE,* President, Northwestern University.
- 1918 GEORGE BUCK, Principal, Indianapolis, Indiana.
- 1919 G. L. MACKINTOSH,† President, Wabash College.
- 1920 G. E. MARSHALL, Principal, Davenport, Iowa.
- 1921 L. D. COFFMAN, President, University of Minnesota.
- 1922 M. H. STUART, Principal, Indianapolis, Indiana.
- 1923 C. H. JUDD, Director, School of Education, University of Chicago.
- 1924 E. L. MILLER, Principal, Detroit, Michigan.
- 1925 H. M. GAGE, President, Coe College.

- 1926 J. D. ELLIFF,[†] Professor, University of Missouri.
 1927 W. W. BOYD, President, Western College for Women.
 1928 W. I. EARLY, Principal, Sioux Falls South Dakota.
 1929 W. P. MORGAN, President, Western Illinois State Teachers College.
 1930 MERLE PRUNTY, Superintendent of Schools, Tulsa, Okla.
 1931 J. B. EDMONSON, Dean, School of Education, University of Michigan.
 1932 A. A. REED, University Examiner, University of Nebraska.

VICE-PRESIDENT¹

- 1910 E. D. EATON, Beloit College, Beloit, Wisconsin.
 H. H. SEERLEY, Iowa State Teachers College, Cedar Falls, Iowa.
 1911 (Data lacking)
 1912 F. L. McVEY, University of North Dakota, Grand Forks, North Dakota.
 C. W. DABNEY, University of Cincinnati, Cincinnati, Ohio.
 1913 J. R. KIRK, State Normal School, Kirksville, Missouri.
 G. L. COLLIE, Beloit College, Beloit, Wisconsin.
 1914 H. H. SEERLEY, Iowa State Teachers College, Cedar Falls, Iowa.
 L. A. WEIGLE, Carlton College, Northfield, Minnesota.
 1915 DAVID FELMLEY, State Normal School, Normal, Illinois.
 C. F. THWING, Western Reserve University, Cleveland, Ohio.
 1916 T. F. HOLGATE, Northwestern University, Evanston, Illinois.
 H. H. SEERLEY, Iowa State Normal School, Cedar Falls, Iowa.
 1917 B. F. BUCK, Nicholas Senn High School, Chicago, Illinois.
 F. L. McVEY, University of North Dakota, Grand Forks, North Dakota.
 1918 W. W. CHARTERS, University of Illinois, Urbana, Illinois.
 IRA M. ALLEN, Superintendent of Schools, Springfield, Illinois.
- 1919 J. C. HANNA, High School Inspector, Springfield, Illinois.
 H. H. SEERLEY, Iowa State Teachers College, Cedar Falls, Iowa.
 1920 L. D. COFFMAN, University of Minnesota, Minneapolis, Minnesota.
 J. S. MCCOWAN, Central Senior High School, South Bend, Indiana.
 1921 W. I. EARLY, Washington High School, Sioux Falls, South Dakota.
 J. D. ELLIFF, University of Missouri, Columbia, Missouri.
 1922 J. D. ELLIFF, University of Missouri, Columbia, Missouri.
 E. L. MILLER, Northern High School, Detroit, Michigan.
 1923 W. P. MORGAN, Western Illinois Normal School, Macomb, Illinois.
 F. G. PICKELL, Assistant Superintendent of Schools, Cleveland, Ohio.
 1924 C. E. CHADSEY, University of Illinois, Urbana, Illinois.
 J. S. NOLLEN, Grinnell College, Grinnell, Iowa.
 1925 A. O. NEAL, University of Arizona, Tucson, Arizona.
 MERLE PRUNTY, Central High School, Tulsa, Oklahoma.
 1926 H. L. MILLER, University of Wisconsin, Madison, Wisconsin.
 H. G. CHILDS, University of Indiana, Bloomington, Indiana.
 1927 T. W. GOSLING, Superintendent of Schools, Madison, Wisconsin.
 E. H. LINDLEY, University of Kansas, Lawrence, Kansas.
 1928 W. E. SMYSER, Ohio Wesleyan University, Delaware, Ohio.
 L. W. WEBB, Northwestern University, Evanston, Illinois.
 1929 H. G. HOTZ, University of Arkansas, Fayetteville, Arkansas.
 E. W. MONTGOMERY, Union High School, Phoenix, Arizona.
 1930 C. R. MAXWELL, University of Wyoming, Laramie, Wyoming.
 G. W. WILLETT, Lyons Township High School, LaGrange, Illinois.
 1931 J. T. GILES, Supervisor of High Schools, Madison, Wisconsin.
 G. W. FRASIER, Colorado State Teachers College, Greeley, Colorado.
 1932 A. H. UPHAM, Miami University, Oxford, Ohio.
 J. E. EDGERTON, State High School Supervisor, Topeka, Kansas.

¹In the earlier days of the Association's history it was customary to elect annually two vice-presidents from each state in the Association. This practice was continued down to 1910. After that date two vice-presidents were elected at large and the vice-presidents from the several states were omitted. The names of these earlier vice-presidents are omitted here. Those from 1910 to date are included.
 —THE EDITOR.

SECRETARY

- 1895-1898 F. L. BLISS,* Principal, Detroit, Michigan.
 1898-1900 C. A. WALDO, Professor, Purdue University.
 1900-1902 F. N. SCOTT,* Professor, University of Michigan.
 1902-1906 J. V. DENNEY,† Professor, Ohio State University.
 1906-1915 T. A. CLARKE,* Dean, University of Illinois.
 1915-1919 H. E. BROWN,* Principal, Kenilworth, Illinois.
 1919-1925 H. M. GAGE, President, Coe College.
 1925-1931 J. B. EDMONSON, Dean, University of Michigan.
 1931- A. W. CLEVENGER, High School Visitor, University of Illinois.

TREASURER

- 1895-1901 G. N. CARMAN, Director, Lewis Institute.
 1901-1914 J. E. ARMSTRONG,† Principal, Chicago, Illinois.
 1914-1922 M. H. STUART, Principal, Indianapolis, Indiana.
 1922-1928 W. I. EARLY, Principal, Sioux Falls, South Dakota.
 1928- E. H. K. McCOMB, Principal, Indianapolis, Indiana.

EXECUTIVE COMMITTEE

1895

J. B. ANGELL, University of Michigan, Ann Arbor, Michigan; F. L. BLISS, High School, Detroit, Michigan; G. N. CARMAN, Morgan Park Academy, Chicago, Illinois; C. K. ADAMS, University of Wisconsin, Madison, Wisconsin; E. L. HARRIS, Central High School, Cleveland, Ohio; A. F. NIGHTINGALE, Superintendent of High Schools, Chicago; C. A. WALDO, DePauw University, Greencastle, Indiana.

1896

C. K. ADAMS, University of Wisconsin, Madison, Wisconsin; F. L. BLISS, High School, Detroit, Michigan; G. N. CARMAN, Lewis Institute, Chicago; J. B. ANGELL, University of Michigan, Ann Arbor, Michigan; W. F. KING, Cornell College, Mount Vernon, Iowa; N. C. DOUGHERTY, Superintendent of Schools, Peoria, Illinois; D. K. GOSS, Superintendent of Schools, Indianapolis, Indiana.

*Deceased.

†Also a holder of an individual membership.

1897

J. H. CANFIELD, Ohio State University, Columbus, Ohio; F. L. BLISS, High School, Detroit, Michigan; G. N. CARMAN, Lewis Institute, Chicago; C. K. ADAMS, University of Wisconsin, Madison, Wisconsin; G. A. GATES, Iowa College, Grinnell, Iowa; C. H. THURBER, Morgan Park Academy, Chicago; E. W. COY, Hughes High School, Cincinnati, Ohio.

1898

A. F. NIGHTINGALE, Assistant Superintendent of Schools, Chicago; G. N. CARMAN, Lewis Institute, Chicago; C. A. WALDO, Purdue University, LaFayette, Indiana; W. S. CHAPLIN, Washington University, St. Louis, Missouri; F. L. BLISS, Central High School, Detroit, Michigan; J. H. CANFIELD, Ohio State University, Columbus, Ohio; G. B. AITON, State Inspector of High Schools, Minneapolis, Minnesota.

1899

W. F. SLOCUM, Colorado College, Colorado Springs, Colorado; C. A. WALDO, Purdue University, LaFayette, Indiana; G. N. CARMAN, Lewis Institute, Chicago; A. F. NIGHTINGALE, Superintendent of High Schools, Chicago; A. S. DRAPER, University of Illinois, Champaign, Illinois; E. G. COOLEY, LaGrange High School, LaGrange, Illinois; E. W. COY, Hughes High School, Cincinnati, Ohio.

1900

G. B. AITON, State Inspector of High Schools, Minneapolis, Minnesota; C. A. WALDO, Purdue University, LaFayette, Indiana; G. N. CARMAN, Lewis Institute, Chicago; W. F. SLOCUM, Colorado College, Colorado Springs, Colorado; A. F. NIGHTINGALE, Superintendent of High Schools, Chicago; A. S. DRAPER, University of Illinois, Champaign; E. W. COY, Hughes High School, Cincinnati, Ohio.

1901

W. S. CHAPLIN, Washington University, St. Louis, Missouri; F. N. SCOTT, University of Michigan, Ann Arbor, Michigan; G. N. CARMAN, Lewis Institute, Chicago; G. B. AITON, State Inspector of High Schools, Minneapolis, Minnesota; C. A. WALDO, Purdue University, LaFayette, Indiana; E. L. HARRIS, Central High School, Cleveland, Ohio; J. E. ARMSTRONG, Englewood High School, Chicago, Illinois.

1902

G. N. CARMAN, Lewis Institute, Chicago; F. N. SCOTT, University of Michigan, Ann

Arbor, Michigan; J. E. ARMSTRONG, Englewood High School, Chicago; C. A. WALDO, Purdue University, LaFayette, Indiana; E. L. HARRIS, Central High School, Cleveland, Ohio; J. R. KIRK, State Normal School, Kirksville, Missouri; G. E. MACLEAN, University of Iowa, Iowa City, Iowa.

1903

A. S. DRAPER, University of Illinois, Urbana, Illinois; J. V. DENNEY, Ohio State University, Columbus, Ohio; J. E. ARMSTRONG, Englewood High School, Chicago; E. L. HARRIS, Central High School, Cleveland, Ohio; J. R. KIRK, State Normal College, Kirksville, Missouri; G. E. MACLEAN, University of Iowa, Iowa City, Iowa; F. N. SCOTT, University of Michigan, Ann Arbor, Michigan.

1904

A. S. DRAPER, University of Illinois, Champaign, Illinois; J. V. DENNEY, Ohio State University, Columbus, Ohio; J. E. ARMSTRONG, Englewood High School, Chicago; E. L. HARRIS, Central High School, Cleveland, Ohio; J. R. KIRK, State Normal School, Kirksville, Missouri; G. E. MACLEAN, State University of Iowa, Iowa City, Iowa; F. N. SCOTT, University of Michigan, Ann Arbor, Michigan.

1905

G. E. MACLEAN, University of Iowa, Iowa City, Iowa; J. V. DENNEY, Ohio State University, Columbus, Ohio; J. E. ARMSTRONG, Englewood High School, Chicago; F. L. BLISS, University School, Detroit, Michigan; F. N. SCOTT, University of Michigan, Ann Arbor, Michigan; E. J. JAMES, University of Illinois, Champaign, Illinois; G. W. BENTON, Shortridge High School, Indianapolis, Indiana.

1906

E. L. HARRIS, Central High School, Cleveland, Ohio; T. A. CLARKE, University of Illinois, Urbana, Illinois; J. E. ARMSTRONG, Englewood High School, Chicago; F. L. BLISS, University School, Detroit, Michigan; J. V. DENNEY, Ohio State University, Columbus, Ohio; E. J. JAMES, University of Illinois, Champaign, Illinois; G. W. BENTON, Shortridge High School, Indianapolis, Indiana.

1907

E. J. JAMES, University of Illinois, Urbana, Illinois; T. A. CLARKE, University of Illinois, Urbana, Illinois; J. E. ARMSTRONG, Englewood High School, Chicago; E. L. HARRIS, Central High School, Cleveland, Ohio; J. V. DENNEY,

Ohio State University, Columbus, Ohio; G. W. BENTON, Shortridge High School, Indianapolis, Indiana; A. E. ROSS, University of Missouri, Columbia, Missouri.

1908

E. W. COY, Hughes High School, Cincinnati, Ohio; T. A. CLARKE, University of Illinois, Urbana, Illinois; J. E. ARMSTRONG, Englewood High School, Chicago; W. L. BRYAN, Indiana University, Bloomington, Indiana; F. N. SCOTT, University of Michigan, Ann Arbor, Michigan; J. S. BROWN, Joliet Township High School, Joliet, Illinois; W. A. GREESON, Superintendent of Schools, Grand Rapids, Michigan.

1909

C. M. WOODWARD, Washington University, St. Louis, Missouri; T. A. CLARKE, University of Illinois, Urbana, Illinois; J. E. ARMSTRONG, Englewood High School, Chicago; E. A. BRIGGS, University of Wisconsin, Madison, Wisconsin; F. N. SCOTT, University of Michigan, Ann Arbor, Michigan; J. S. BROWN, Joliet Township High School, Joliet, Illinois; W. A. GREESON, Superintendent of Schools, Grand Rapids, Michigan.

1910

G. W. BENTON, Shortridge High School, Indianapolis, Indiana; T. A. CLARKE, University of Illinois, Urbana, Illinois; J. E. ARMSTRONG, Englewood High School, Chicago; J. S. BROWN, Joliet High School, Joliet, Illinois; W. A. GREESON, Superintendent of Schools, Grand Rapids, Michigan; C. H. JUDD, University of Chicago, Chicago; C. M. WOODWARD, Washington University, St. Louis, Missouri.

1911

H. P. JUDSON, University of Chicago, Chicago; T. A. CLARKE, University of Illinois, Urbana, Illinois; J. E. ARMSTRONG, Englewood High School, Chicago; J. S. BROWN, Joliet High School, Joliet, Illinois; ELLA FLAGG YOUNG, Superintendent of Schools, Chicago; O. M. CALDWELL, University of Chicago, Chicago; C. A. WALDO, Washington University, St. Louis, Missouri.

1912

W. J. S. BRYAN, Assistant Superintendent of Schools, St. Louis, Missouri; T. A. CLARKE, University of Illinois, Urbana, Illinois; J. E. ARMSTRONG, Englewood High School, Chicago; ELLA FLAGG YOUNG, Superintendent of Schools, Chicago; George BUCK, Shortridge High

School, Indianapolis, Indiana; G. B. AITON, State Inspector of High Schools, Minneapolis, Minnesota; J. G. BOWMAN, State University of Iowa, Iowa City, Iowa.

1913

F. N. SCOTT, University of Michigan, Ann Arbor, Michigan; T. A. CLARKE, University of Illinois, Urbana, Illinois; J. E. ARMSTRONG, Englewood High School, Chicago; W. J. S. BRYAN, Assistant Superintendent of Schools, St. Louis, Missouri; J. V. DENNEY, Ohio State University, Columbus, Ohio; W. F. MOZIER, Township High School, Ottawa, Illinois; M. H. STUART, Manual Training High School, Indianapolis, Indiana.

1914

J. E. ARMSTRONG, Englewood High School, Chicago; T. A. CLARKE, University of Illinois, Urbana, Illinois; M. H. STUART, Manual Training High School, Indianapolis, Indiana; F. N. SCOTT, University of Michigan, Ann Arbor, Michigan; W. J. S. BRYAN, Assistant Superintendent of Schools, St. Louis, Missouri; J. V. DENNEY, Ohio State University, Columbus, Ohio; H. E. BROWN, New Trier Township High School, Kenilworth, Illinois.

1915

T. A. CLARKE, University of Illinois, Urbana, Illinois; H. E. BROWN, New Trier Township High School, Kenilworth, Illinois; M. H. STUART, Manual Training High School, Indianapolis, Indiana; F. N. SCOTT, University of Michigan, Ann Arbor, Michigan; W. J. S. BRYAN, Assistant Superintendent of Schools, St. Louis, Missouri; J. V. DENNEY, Ohio State University, Columbus, Ohio; J. E. ARMSTRONG, Englewood High School, Chicago, Illinois.

1916

C. B. CURTIS, Central High School, St. Louis, Missouri; H. E. BROWN, New Trier Township High School, Kenilworth, Illinois; M. H. STUART, Manual Training High School, Indianapolis, Indiana; T. A. CLARKE, University of Illinois, Urbana, Illinois; G. N. CARMAN, Lewis Institute, Chicago; J. H. T. MAIN, Iowa College, Grinnell, Iowa; E. L. MILLER, Northwestern High School, Detroit, Michigan; J. S. NOLLEN, Lake Forest College, Lake Forest, Illinois; C. H. JUDD, University of Chicago, Chicago, Illinois; W. E. SMYSER, Ohio Wesleyan University, Delaware, Ohio; J. D. ELLIFF, University of Missouri, Columbia, Missouri.

1917

T. F. HOLGATE, Northwestern University, Evanston, Illinois; H. E. BROWN, New Trier Township High School, Kenilworth, Illinois; M. H. STUART, Technical High School, Indianapolis, Indiana; C. B. CURTIS, Central High School, St. Louis, Missouri; F. N. SCOTT, University of Michigan, Ann Arbor, Michigan; ELLEN F. SABIN, Milwaukee-Downer College, Milwaukee, Wisconsin; E. D. LYON, Woodward High School, Cincinnati, Ohio; G. E. MARSHALL, High School, Davenport, Iowa; C. H. JUDD, University of Chicago, Chicago; C. H. JOHNSTON, University of Illinois, Urbana, Illinois; J. D. ELLIFF, University of Missouri, Columbia, Missouri.

1918

GEORGE BUCK, Shortridge High School, Indianapolis, Indiana; H. E. BROWN, New Trier Township High School, Kenilworth, Illinois; M. H. STUART, Technical High School, Indianapolis, Indiana; T. F. HOLGATE, Northwestern University, Evanston, Illinois; R. E. CARTER, University of Kansas, Lawrence, Kansas; H. O. RUGG, University of Chicago, Chicago, Illinois; F. L. BLISS, High School, Jackson, Michigan; J. G. MASTERS, High School, Omaha, Nebraska; C. H. JUDD, University of Chicago, Chicago; A. A. REED, University of Nebraska, Lincoln; J. H. NEWLON, Superintendent of Schools, Lincoln, Nebraska.

1919

G. L. MACKINTOSH, Wabash College, Crawfordsville, Indiana; H. M. GAGE, Huron College, Huron, South Dakota; M. H. STUART, Technical High School, Indianapolis, Indiana; GEORGE BUCK, Shortridge High School, Indianapolis, Indiana; C. N. COLE, Oberlin College, Oberlin, Ohio; H. M. BARRETT, East Side High School, Denver, Colorado; L. C. LORD, Eastern Illinois State Normal College, Charleston, Illinois; H. H. BONE, High School, Sioux City, Iowa; C. H. JUDD, University of Chicago, Chicago; A. A. REED, University of Nebraska, Lincoln, Nebraska; W. W. CHARTERS, University of Illinois, Urbana, Illinois.

1920

G. E. MARSHALL, High School, Davenport, Iowa; H. M. GAGE, Huron College, Huron, South Dakota; M. H. STUART, Technical High School, Indianapolis, Indiana; G. L. MACKINTOSH, Wabash College, Crawfordsville, Indiana; T. H. McMICHAEL, Monmouth College,

Monmouth, Illinois; C. O. DAVIS, University of Michigan, Ann Arbor, Michigan; H. J. ALVYS, High School, East St. Louis, Illinois; W. F. SHIRLEY, High School, Sioux City, Iowa; C. H. JUDD, University of Chicago, Chicago, Illinois; A. A. REED, University of Nebraska, Lincoln, Nebraska; F. G. PICKELL, High School, Lincoln, Nebraska.

1921

L. D. COFFMAN, University of Minnesota, Minneapolis, Minnesota; H. M. GAGE, Coe College, Cedar Rapids, Iowa; M. H. STUART, Technical High School, Indianapolis, Indiana; G. E. MARSHALL, High School, Davenport, Iowa; C. E. HINSHAW, High School, Kokomo, Indiana; J. G. MASTERS, Central High School, Omaha, Nebraska; W. A. JESSUP, University of Iowa, Iowa City, Iowa; J. L. MCCONAUGHEY, Knox College, Galesburg, Illinois; C. H. JUDD, University of Chicago, Chicago, Illinois; A. A. REED, University of Nebraska, Lincoln, Nebraska; F. G. PICKELL, Assistant Superintendent of Schools, Cleveland, Ohio.

1922

M. H. STUART, Technical High School, Indianapolis, Indiana; H. M. GAGE, Coe College, Cedar Rapids, Iowa; W. I. EARLY, High School, Sioux Falls, South Dakota; L. D. COFFMAN, University of Minnesota, Minneapolis, Minnesota; C. E. HINSHAW, High School, Kokomo, Indiana; J. G. MASTERS, Central High School, Omaha, Nebraska; W. A. JESSUP, University of Iowa, Iowa City, Iowa; J. L. MCCONAUGHEY, Knox College, Galesburg, Illinois; C. H. JUDD, University of Chicago, Chicago, Illinois; E. M. PHILLIPS, State Department, St. Paul, Minnesota; F. G. PICKELL, Assistant Superintendent of Schools, Cleveland, Ohio.

1923

C. H. JUDD, University of Chicago, Chicago, Illinois; H. M. GAGE, Coe College, Cedar Rapids, Iowa; W. I. EARLY, High School, Sioux Falls, South Dakota; M. H. STUART, Technical High School, Indianapolis, Indiana; J. C. HANNA, State Department of Public Instruction, Springfield, Illinois; C. E. CHADSEY, University of Illinois, Urbana, Illinois; A. R. MILLER, McKinley High School, St. Louis, Missouri; DORA WELLS, Flower Technical High School, Chicago, Illinois; K. C. BABCOCK, University of Illinois, Urbana, Illinois; E. M. PHILLIPS, State Department of Public Instruction, St. Paul, Minnesota; F. G. PICKELL, Board of Education, Cleveland, Ohio.

1924

E. L. MILLER, Assistant Superintendent of Schools, Detroit, Michigan; H. M. GAGE, Coe College, Cedar Rapids, Iowa; W. I. EARLY, High School, Sioux Falls, South Dakota; J. C. HANNA, State Department of Public Instruction, Springfield, Illinois; SAMUEL PLANTZ, President of Lawrence College, Appleton, Wisconsin; C. K. REIFF, Principal of High School, Muskogee, Oklahoma; F. C. LANDSITTEL, State Department of Education, Columbus, Ohio; F. D. McELROY, Assistant Superintendent of Schools, Akron, Ohio; C. H. JUDD, University of Chicago, Chicago, Illinois; L. W. SMITH, Principal of High School, Joliet, Illinois.

1925

H. M. GAGE, Coe College, Cedar Rapids, Iowa; E. L. MILLER, Assistant Superintendent of Schools, Detroit, Michigan; J. B. EDMONSON, University of Michigan, Ann Arbor, Michigan; W. I. EARLY, High School, Sioux Falls, South Dakota; R. M. HUGHES, Miami University, Oxford, Ohio; E. M. PHILLIPS, State Department of Education, St. Paul, Minnesota; W. J. S. BRYAN, Assistant Superintendent of Schools, St. Louis, Missouri; F. C. LANDSITTEL, Ohio State University, Columbus, Ohio; F. D. McELROY, Assistant Superintendent of Schools, Akron, Ohio; E. C. ELLIOTT, Purdue University, Lafayette, Indiana; L. W. SMITH, Principal of High School, Joliet, Illinois.

1926

J. P. EVERETT, Western State Normal, Kalamazoo, Michigan; O. O. YOUNG, High School, Galesburg, Illinois; M. H. STUART, High School, Indianapolis, Indiana; R. M. HUGHES, Miami University, Oxford, Ohio; E. C. ELLIOTT, Purdue University, Lafayette, Indiana; THOMAS LLOYD-JONES, University of Wisconsin, Madison, Wisconsin; L. W. SMITH, High School, Joliet, Illinois; H. M. GAGE, Coe College, Cedar Rapids, Iowa; J. D. ELLIFF, University of Missouri, Columbia, Missouri; J. B. EDMONSON, University of Michigan, Ann Arbor, Michigan; W. I. EARLY, High School, Sioux Falls, South Dakota.

1927

K. C. BABCOCK, University of Illinois, Urbana, Illinois; J. D. ELLIFF, University of Missouri, Columbia, Missouri; E. C. ELLIOTT, Purdue University, Lafayette, Indiana; H. M. GAGE, Coe College, Cedar Rapids, Iowa; THOMAS LLOYD-JONES, University of Wisconsin,

Madison, Wisconsin; E. H. K. McCOMB, Manual Training High School, Indianapolis, Indiana; C. H. PERRINE, Lake View High School, Chicago, Illinois; L. W. SMITH, High School, Joliet, Illinois; W. W. BOYD, Western College for Women, Oxford, Ohio; J. B. EDMONSON, University of Michigan, Ann Arbor, Michigan; W. I. EARLY, High School, Sioux Falls, South Dakota.

1928

W. W. BOYD, Western College for Women, Oxford, Ohio; H. M. GAGE, Coe College, Cedar Rapids, Iowa; M. E. HAGGERTY, University of Minnesota, Minneapolis, Minnesota; F. C. LANDSITTEL, Ohio State University, Columbus, Ohio; W. P. MORGAN, Western State Teachers College, Macomb, Illinois; C. H. PERRINE, Lake View High School, Chicago, Illinois; MERLE PRUNTY, Central High School, Tulsa, Oklahoma; L. W. SMITH, Superintendent of Schools, Joliet, Illinois; W. I. EARLY, Washington High School, Sioux Falls, South Dakota; J. B. EDMONSON, University of Michigan, Ann Arbor, Michigan; E. H. K. McCOMB, Manual Training High School, Indianapolis, Indiana.

1929

T. M. DEAM, Assistant Superintendent of Schools, Joliet, Illinois; W. I. EARLY, Washington High School, Sioux Falls, South Dakota; H. M. GAGE, Coe College, Cedar Rapids, Iowa; T. W. GOSLING, Superintendent of Schools, Akron, Ohio; M. E. HAGGERTY, University of Minnesota, Minneapolis, Minnesota; F. C. LANDSITTEL, Ohio State University, Columbus, Ohio; MERLE PRUNTY, Central High School, Tulsa, Oklahoma; W. E. TOWER, District Superintendent of Senior High Schools, Chicago, Illinois; W. P. MORGAN, Western Illinois State Teachers College, Macomb, Illinois; J. B. EDMONSON, University of Michigan, Ann Arbor, Michigan; E. H. K. McCOMB, Manual Training High School, Indianapolis, Indiana.

1930

T. M. DEAM, Assistant Superintendent of Joliet Township High School, Joliet, Illinois; H. M. GAGE, President, Coe College, Cedar Rapids, Iowa; T. W. GOSLING, Superintendent of Schools, Akron, Ohio; M. E. HAGGERTY,

Dean, University of Minnesota, Minneapolis, Minnesota; L. N. McWHORTER, Assistant Superintendent of Schools, Minneapolis, Minnesota; W. P. MORGAN, President, Western State Teachers College, Macomb, Illinois; W. E. TOWER, District Superintendent of Senior High Schools, Chicago, Illinois; J. M. WOOD, President, Stephens College, Columbia, Missouri; MERLE PRUNTY, Superintendent of Schools, Tulsa, Oklahoma; J. B. EDMONSON, University of Michigan, Ann Arbor, Michigan; E. H. K. McCOMB, Manual Training High School, Indianapolis, Indiana.

1931

T. M. DEAM, Assistant Superintendent of Joliet Township High School and Junior College, Joliet, Illinois; H. M. GAGE, President, Coe College, Cedar Rapids, Iowa; M. E. HAGGERTY, Dean, University of Minnesota, Minneapolis, Minnesota; C. H. LAKE, First Assistant Superintendent of Schools, Cleveland, Ohio; L. N. McWHORTER, Assistant Superintendent of Schools, Minneapolis, Minnesota; MERLE PRUNTY, Superintendent of Schools, Tulsa, Oklahoma; W. E. TOWER, District Superintendent of Senior High Schools, Chicago, Illinois; J. M. WOOD, President, Stephens College, Columbia, Missouri; J. B. EDMONSON, University of Michigan, Ann Arbor, Michigan; A. W. CLEVINGER, University of Illinois, Urbana, Illinois; E. H. K. McCOMB, Manual Training High School, Indianapolis, Indiana.

1932

A. A. REED, University of Nebraska, Lincoln, Nebraska; A. W. CLEVINGER, University of Illinois, Urbana, Illinois; E. H. K. McCOMB, Manual Training High School, Indianapolis, Indiana; G. E. CARROTHERS, University of Michigan, Ann Arbor, Michigan; T. M. DEAM, Joliet Township High School and Junior College, Joliet, Illinois; H. M. GAGE, Coe College, Cedar Rapids, Iowa; F. L. HUNT, Culver Military Academy, Culver, Indiana; C. H. LAKE, Assistant Superintendent of Schools, Cleveland, Ohio; J. E. SROUT, Northwestern University, Evanston, Illinois; J. M. WOOD, Stephens College, Columbia, Missouri; J. B. EDMONSON, University of Michigan, Ann Arbor, Michigan.

CHAIRMEN AND SECRETARIES OF
COMMISSIONS

The idea of having commissions was first put into effect in 1901. Following an address by Dean Forbes in that year, a Commission on Accredited Schools (later changed to read Commission on Accredited Schools and Colleges) was created. The following year, subcommittees of this Commission were appointed. One of these committees was a Committee on High School Inspection, the organization of which shortly afterward becoming known as the Board of Inspectors. The other three committees of the Commission appear gradually to have dwindled away.

For several years after this time the Board of Inspectors did the canvassing of schools applying for accrediting and made its recommendations to the Commission on Secondary Schools and Colleges. This Commission in turn made its report to the Association as a whole. These conditions prevailed until the constitution was completely revised in 1915.

The officers of the Commission and of the Board of Inspectors during these early years were as follows: H. P. Judson was chairman of the Commission on Accredited Schools from 1901 to 1908. From 1908 to 1911 President G. E. MacLean was chairman. From 1911 to 1913 G. N. Carman was chairman. From 1913 to 1916 C. H. Judd was chairman.

The secretaries of this Commission for the same period were as follows: From 1901 to 1912 the secretary was G. N. Carman. From 1912 to 1916 the secretary was C. H. Judd.

In 1901 A. S. Whitney became the chairman of the Board of Inspectors, holding this office until 1910. From that date to 1915, H. A. Hollister was the chairman. In 1915 J. D. Elliff became chairman.

So far as the records show, there was

no regularly appointed secretary of the Board of Inspectors until 1910 when F. C. Ensign was elected to that position. He held the office of secretary until 1914. Beginning with that year C. O. Davis became the secretary.

From the time of the acceptance of the new constitution in 1915 the lists of these various officers are as given below.

COMMISSION ON UNIT COURSES
AND CURRICULA¹*Chairmen*

1916-1918	C. H. JOHNSTON, University of Illinois, Urbana, Illinois.
1918-1920	J. H. NEWLON, Superintendent of Schools, Lincoln, Nebraska.
1920-1924	F. G. PICKELL, Assistant Superintendent of Schools, Cleveland, Ohio.
1924-1929	L. W. SMITH, High School, Joliet, Illinois.
1929-1933	T. M. DEAM, Assistant Superintendent of Schools, Joliet, Illinois.

Secretaries

1916-1918	(No secretary appears to have been appointed for this period.)
1918-1919	H. T. STEEPER.
1919-1920	H. V. CHURCH, J. Sterling Morton High School, Cicero, Illinois.
1920-1927	T. M. DEAM, High School, Decatur, Illinois.
1927-1929	T. M. DEAM, High School, Joliet, Illinois.
1929-1933	WILL FRENCH, Associate Superintendent of Schools, Tulsa, Oklahoma.

COMMISSION ON INSTITUTIONS OF
HIGHER EDUCATION*Chairmen*

1915-1916	G. N. CARMAN, Lewis Institute, Chicago, Illinois.
1916-1925	C. H. JUDD, University of Chicago, Chicago, Illinois.

¹The constitution of the Association was completely re-drawn in 1915 at which time provision was made for the three Commissions that exist today. In consequence of this fact the lists of officers of these Commissions bear dates from that time only.—THE EDITOR.

1925-1928 E. C. ELLIOTT, Purdue University,
Lafayette, Indiana.
1928- H. M. GAGE, Coe College, Cedar
Rapids, Iowa.

Secretaries

1915-1916 C. H. JUDD, University of Chicago,
Chicago, Illinois.
1916-1925 K. C. BABCOCK, University of Illi-
nois, Urbana, Illinois.
1925-1926 R. M. HUGHES, Miami University,
Oxford, Ohio.
1926-1931 G. F. ZOOK, University of Akron,
Akron, Ohio.
1931-1932 G. F. ZOOK, University of Akron,
Akron, Ohio.
G. A. WORKS, University of Chi-
cago, Chicago, Illinois.
1932- G. A. WORKS, University of Chi-
cago, Chicago, Illinois.

Vice-Presidents

1915-1917 S. R. SMITH, Wendell Phillips High
School, Chicago, Illinois.
1917-1918 (Data lacking).
1918-1920 G. E. MAXWELL, President, Winona
College, Winona, Minnesota.
1926-1928 R. M. HUGHES, Miami University,
Oxford, Ohio.
1920-1926 (Office discontinued)
1928-1932 C. S. BOUCHER, University of Chi-
cago, Chicago, Illinois.

1932- G. F. ZOOK, University of Akron,
Akron, Ohio.

COMMISSION ON SECONDARY SCHOOLS

Chairmen

1915-1918 J. D. ELLIFF, University of Miss-
ouri, Columbia, Missouri.
1918-1922 A. A. REED, University of Nebraska,
Lincoln, Nebraska.
1922-1924 E. M. PHILLIPS, St. Paul, Minnesota.
1924-1926 F. D. McELROY, Assistant Superin-
tendent of Schools, Akron, Ohio.
1926-1928 THOMAS LLOYD-JONES, University
of Wisconsin, Madison, Wisconsin.
1928-1930 F. C. LANDSITTEL, Ohio State Uni-
versity, Columbus, Ohio.
1930-1932 L. N. McWHORTER, Assistant Su-
perintendent of Schools, Minne-
apolis, Minnesota.
1932- G. E. CARROTHERS, University of
Michigan, Ann Arbor, Michigan.

Secretaries

1915-1925 C. O. DAVIS, University of Michi-
gan, Ann Arbor, Michigan.
1925-1927 H. G. CHILDS, University of Indi-
ana, Bloomington, Indiana.
1927-1930 C. C. BROWN, University of Colo-
rado, Boulder, Colorado.
1930- H. G. HOTZ, University of Arkan-
sas, Fayetteville, Arkansas.

THE FIRST PRESIDENTIAL ADDRESS

James B. Angell

As most individuals know, the North Central Association was organized in 1895. However, about all that was done at that first meeting was to adopt a constitution and elect officers. President J. B. Angell of the University of Michigan was selected as the first president.

The first annual meeting of the Association was held on the campus of the University of Chicago, on Friday and Saturday, April 3 and 4, 1896. At that time President Angell delivered his presidential address—the first one in the Association's history. This address is reproduced here in full.—Editor of the *QUARTERLY*.

WE HAVE assembled here with the pleasantest memories of the organization of this association a year ago under the hospitable roof of the Northwestern University. Now that we are gathered to begin the actual work of our society, we desire first of all to express our gratitude to you, Mr. President, and through you to the authorities of this institution, for the hearty welcome you have given us to the halls of this young but vigorous university. As we walk through her stately halls, which have risen almost as swiftly and as magically as the fair (but alas! now vanished) structures of the White City, and mingle with the great company of eminent scholars that she has drawn to her chairs of instruction, we need no special gifts of prophecy to foresee what a noble race of scholars she will send forth.

Felix prole virum;
Læta deum partu, centum complexa
nepotes,
Omnes coelicolas, omnes supera alta
tenentes.

An association like this must needs find a congenial atmosphere in Chicago. For of late years not only have the problems of secondary education received here earnest and thoughtful attention from

some of the ablest educational leaders in the country, but here, too, the mutual relations of the secondary and the higher education have been carefully studied.

I hope it will never be forgotten in the history of this society, which I doubt not has a long and useful life before it, that it owes its existence to the suggestions and persuasions of some of the enterprising secondary teachers who, as members of the Michigan Schoolmasters' Club, had for years been discussing such questions as we are to consider at this meeting. They had brought to those discussions an enthusiasm and earnestness which I have never seen surpassed in any educational association. They believed that all these states which are represented in this society should aim to reach a substantial agreement on the most important problems in secondary and higher education, or, if that were not possible, should see clearly the grounds on which different opinions can be defended. The life of this society was therefore rooted in a real experience. The prompt and hearty response which the suggestion of those Michigan schoolmasters met throughout these North Central states showed that the same need of cooperation between college and school which they had felt was also felt throughout the whole West. The time was ripe for the undertaking. It is for us to prove ourselves worthy of the opportunity which has been furnished us.

Within my recollection a most auspicious change in the relations of colleges and secondary schools has taken place. In my boyhood there were in New England very few high schools which prepared boys for college. The relations between the colleges and the academies were

far from intimate. While I was a student in three preparatory academies I saw only once a college professor in school, though one of the schools was in a building owned by a college adjacent to it. We boys in school and the public generally knew little of what the college was or what it really attempted to do. People for the most part thought of college professors as harmless persons living in monastic seclusion and disseminating useless knowledge to aristocratic and rather eccentric young men. The academy was better comprehended, and was deemed of more practical value than the college. But it pursued its way without much regard to the work or requirements of the college, since by far the larger part of the students did not go to college.

As the high schools afterwards supplanted many of the academies, they at first hardly had in mind at all the preparation of boys for college. Until a very recent time some of the principal college officers in New England have, very unwisely, as I think, discouraged the towns from establishing and supporting high schools. But finding at last that the high schools have "come to stay," these men are now cultivating friendly relations with them. A considerable proportion of the New England boys are not fitted for college in the high schools, and a large number of the old county academies are moribund or dead. All over New England the college teachers are now meeting with the teachers of the secondary schools, whether academies or high schools, to discuss subjects of common interest to all.

In this part of the country the situation has been somewhat different. The high schools were started so early that for several years they have furnished a large part of the college students. It is an interesting fact that in Michigan the University really founded the schools which became the first high schools. It estab-

lished them as branches of the University. After a few years it was determined that the funds of the University could not be rightly used for the support of the branches. The towns or districts then assumed the charges of maintaining the schools as union schools or high schools. But throughout Michigan and throughout the whole West the principal towns and cities in rapid succession established their high schools, and in many cases were lavish in their expenditures upon them. In almost any western city, the finest building is the high school. The main purpose of these schools is to give a somewhat generous education to such boys and girls as can attend them. But most of them do also prepare students for college. They bid fair to be the preparatory schools from which our colleges must draw the great majority of their students. There is room in the West for a limited number of private schools and academies which are to do preparatory work. The preparatory schools immediately connected with colleges are dropping off, one by one, and will, I think, entirely disappear before long. Apparently the most of the preparatory work will be done by the high schools. The principle upon which they are supported is sometimes challenged. But, if some care is used, as it ought to be, to guard against extravagance in the conduct of them, the people, whose children are trained in these schools to take responsible positions in life, are not likely to abandon them.

We who are in the colleges cannot be too deeply interested in them, or in too close relations with them. We must not ask of them more than they can do under the conditions of their life. In our desire to lift the grade of college work, we are in danger of leaving a gap between us and them. The high school teachers are as a rule sufficiently ambitious to carry their work up to a higher plane. We must

help them so far as we can to make advances without forfeiting the support of the tax-payers. In the occasional reactions of public sentiment against the maintenance of high schools, which are necessarily more costly than the schools of lower grade, we must stand firmly by them. We should endeavor to impress school boards with our sense of the dignity which properly belongs to the high office of principal of an important high school. We should show them on all fitting occasions that no one should be called to that responsible office who is not a man of broad and comprehensive views of the function of the school, and who has not some decided power of impressing himself strongly on the minds and characters of his pupils.

We must even look below the high schools, and keep ever in mind the essential unity of educational work. Under our forms of organization we have cut the process of education too much into disconnected sections, and placed high barriers of formal and formidable examinations between them. The pupil, instead of seeing an inviting path, clear and open before him, leading from the primary school to the university, has had

his vision bounded by obstacles, towering higher and higher as he advanced. The most skillful primary teacher, at whose feet I for one often sit in humility and wonder, has not always been encouraged by teachers in the high school and college to feel that her pursuit and ours are one in kind and in dignity.

I cannot but hope that the conferences and discussions in which the representatives of collegiate and of secondary education in this association are to participate, are to bring us into most fruitful intimacy with each other, and to lead us to large and catholic views of education. Never before, I think, has the interest in education been so widespread and profound as it is now. Never before have so many of our earnest and gifted scholars been engaged in the careful study of educational problems. We therefore enter upon our work under the most auspicious circumstances. Fired with enthusiasm for our calling as teachers, let us, representatives of ten great states, do our utmost by the deliberations and discussions of this association, to make our secondary and higher education of the highest service to these commonwealths and to the whole nation.

THE AIMS, ORGANIZATION, AND ACTIVITIES OF THE ASSOCIATION¹

THE North Central Association of Colleges and Secondary Schools was founded in 1895. Its purpose was then, and ever has been, "to establish closer relations between the secondary schools and the institutions of higher education within the North Central States and such other territory as the Association may recognize."² It is entirely a mutual society, the constitution providing that "All decisions of the Association bearing on the policy and management of secondary schools and institutions of higher education are understood to be advisory in character."³

VALUE OF ASSOCIATION MEMBERSHIP

As stated above, the object of the Association is to establish closer relations between the schools and colleges of the North Central territory. In order to realize this objective, however, several more immediate aims are set up. Among these are the following: First, to bring about a better acquaintance, a keener sympathy and a heartier spirit of cooperation among the leaders of the secondary schools and colleges by enabling them to meet in personal conferences to be held at least once each year; second, to encourage the free discussion of common educational problems and to devise ways and means of solving these problems through the exchange of views both at the conferences and through published reports; and, third, to promote the physical, intellectual and moral well-being of students

in secondary schools and colleges by urging proper sanitary conditions in school buildings, adequate library and laboratory facilities, defensible curriculum organizations, high standards of scholarship and professional achievement among teachers, scientific practices among administrators, and adequate financial support from the lay public.

That these aims are, to a large degree, realized is evidenced by the steady growth of the Association in territorial accessions, by the continued increase in the number of approved and accredited institutions, and by the enhanced prestige and power that the Association exercises each year in respect to the modification of educational policies and practices throughout the country. Beyond all doubt the Association is the most potent agency for improving school conditions and school standards that exists in the United States today. Membership in its organization is therefore commonly regarded by all educational institutions as a distinctive honor. Official recognition of a school or college by the Association gives it standing among educated men and women everywhere and serves as a guarantee of the institution's efficiency. Indeed, membership in the Association brings to an institution the same distinction that membership in Phi Beta Kappa or Sigma Xi brings to an individual or that high rating by Dun or Bradstreet brings to a firm in business. Moreover, membership in the Association aids Boards of Education to secure better prepared teachers, to develop more enriched curriculums, to provide more adequate physical equipment for the schools, and in general

¹Adapted from the Association's recently published *Handbook*.—THE EDITOR.

²*Constitution*, 1928, Article II.

³*Ibid.*

to raise educational standards in their communities.

In particular the secondary schools of the North Central states have gained the following specific advantages from affiliation with the Association: The Association has served as a pace maker for the larger schools; has carried on investigations that have influenced organization and procedure of secondary schools; has afforded an opportunity for the secondary school principals to give expression to their views on problems involving the relationship of colleges and secondary schools; has secured for the schools on its lists a recognition throughout the United States such as could not be secured by any state standardizing agency; and has made possible the effective leadership of principals in matters pertaining to secondary education.

In short, the Association owes its great strength to its voluntary membership, its representative character, its responsiveness to changing conditions, its ability to enlist the leadership in education in the North Central states, and its emphasis on quality.

ORIGIN AND EARLY HISTORY

The impetus for the organization of the Association came from the Michigan Schoolmasters' Club, and the first president of the Association was Dr. James B. Angell of the University of Michigan. Dr. Angell's successors in the presidential office of the Association have been chosen, for the most part, from the outstanding educational leaders in the land. They include (up to March, 1932) fifteen college and university presidents, six college professors and college deans, four superintendents of large city school systems and eleven principals of large high schools. A policy of the Association from its very outset has been to keep committee memberships, as nearly as feasible, equally divided between representatives

of secondary schools and institutions of higher learning. Likewise a continuing custom has been to fill the higher offices—particularly the office of president—with individuals selected alternately from the ranks of the two above-mentioned types of institutions. All meetings of the Association throughout the nearly forty years of its existence have, with three exceptions, been held in Chicago.

The first meetings of the Association were devoted largely to more or less informal round-table discussions of vital current educational questions—more particularly those that related to college admission requirements. Later, (in 1901, 1902, and 1903) the Association was at work developing what was called a Commission on Accredited Schools, with a powerful sub-committee styled the Board of Inspectors. This Commission set itself the task of working out unit courses of study in each of the main fields of secondary school instruction, formulated standards for accrediting secondary schools, set up machinery for inspecting these schools, and later adopted a policy of publishing a list of schools that satisfactorily met the standards thus agreed upon. These things done, the Commission turned its attention to the colleges and universities, with the intention of bringing them under standardized supervision in a similar way. However, this undertaking was not so easy of achievement and it was not until a decade or more later that the ideal was effectively put into practice. Today, however, much the same type of Associational machinery is used for inspecting and accrediting institutions of higher learning as is used for dealing with the secondary schools. Annually, the new standards for accrediting each of these groups of institutions are published, and printed lists of schools and colleges meeting these standards are given out.

From almost the outset of its history the Association has, as indicated, sought

to work out satisfactory unit courses and curricula—particularly in the field of secondary education. On several occasions these formulations have been printed and distributed as separate bulletins and have thus had a tendency to develop uniformity in subject-matter offerings and in methods of teaching. Recently efforts of a similar kind have been made in respect to college and university offerings but the movement has as yet not accomplished comparable results.

HOW THE ASSOCIATION IS ORGANIZED

At present the North Central Association includes schools, colleges and individuals in twenty states. These states are: Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Montana, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, Wyoming.

The constitution of the Association makes provision for the following plan of organization:

1. The General Association, or what might be called a committee of the whole, composed of three classes of members, namely: (a) secondary schools and institutions of higher education; (b) officers of the Association and members of the Commissions; and (c) honorary members.

2. An Executive Committee of eleven members. These are: the President, the President of the next preceding year, the Secretary, the Treasurer, the chairmen of each of the three Commissions, and four elected members.

3. A Commission on Institutions of Higher Education, consisting of 48 persons, 30 of whom represent institutions of higher education and 18 represent secondary schools.

4. A Commission on Secondary Schools, consisting of 78 members se-

lected as follows: (a) the high school inspector or corresponding officer of the state university in each state within the territory of the Association; (b) the inspector of high schools, if any, of the state department of public instruction in each state within the territory of the Association; (c) a principal of a secondary school accredited by the Association within each state within the territory of the Association; and (d) eighteen other persons elected by the Association. In addition, each state is entitled to one "advisory member" who may participate in discussions but has no vote.

5. A Commission on Unit Courses and Curricula, consisting of 24 persons, 12 representing institutions of higher education and 12 the secondary schools. All members of the Commission are elected by the Association.

6. In addition to the general Association units of organization, custom has led to the development, within each state, of what may appropriately be designated a "state committee on secondary schools." These Committees are composed of the officials mentioned in §4 above and have as their chief duties the distribution and gathering of North Central Association reports, the making of a preliminary evaluation of the work of the various secondary schools as evidenced by these reports, the carrying on of regular and (at times) special inspectorial visits to the schools seeking accrediting, and the recommendation of appropriate actions respecting these schools to the Commission on Secondary Schools. The chairman of each of the State Committees is ordinarily the high school inspector for the state university within the state. This individual represents the Association in an official way within his state and it is to him that all correspondence respecting the work of the Association within that state should be addressed.

The Association as a whole and each of the three Commissions elects its own officers. These officials are the usual ones found in most organizations and their duties are those common to such offices.

DUTIES OF COMMISSIONS AND COMMITTEES

The Executive Committee is charged with the following duties: To receive, approve and report to the Association lists of members; to receive, approve and publish lists of accredited schools and colleges; to have final authority to hear and determine appeals against the findings of the Commissions; to nominate members for various Commissions and fill vacancies in the lists of officers; to prepare the program for the annual meeting; and to "transact any necessary business when the Association is not in session."

The Commission on Institutions of Higher Education and the Commission on Secondary schools, respectively, prepare standards for the accrediting of institutions within their classifications, receive and decide upon applications for accrediting, and arrange for such institutional inspections as may be deemed necessary. These Commissions may also, with the approval of the Executive Committee, grant an institution freedom to waive certain standards in order that it may carry on an educational experiment that the Commission approves.

The Commission on Unit Courses and Curricula plans and carries forward research studies relating to courses of study and curriculums in secondary and higher institutions.

HOW THE ANNUAL MEETINGS ARE CONDUCTED

The procedures of the Association and of its various Commissions and Committees have now become fairly well established on fixed bases. Each year the General Association meets in Chicago on

Thursday and Friday immediately following the middle of March. The three Commissions, however, usually meet two or three days preceding this date. In the Commission on Higher Institutions and in the Commission on Secondary Schools much time is given to a careful study of the institutional reports submitted for accrediting purposes. These reports are turned over to sub-committees which go into every detail with thoroughness. The sub-committees then report to the full Commission, and this body in turn takes action and transmits its findings to the Executive Committee. The Executive Committee considers the Commission's reports and either approves or rejects all or particular items. The proposals then go to the General Association for final approval or rejection.

Similarly each of the two above named Commissions considers the existing standards for accrediting and either accepts these for guidance for the following year or proposes modifications. The recommendations, whatever they may be, then go to the Executive Committee and later to the Association for final approval.

Recently, too, both of the two Commissions mentioned have undertaken considerable research work in respect to the organization, administration and supervision of schools and colleges, and have included in their public programs many discussions of the reports and treatises dealing with these matters.

The Commission on Unit Courses and Curricula meets also in an annual session immediately preceding the general meetings. Its time is taken up with reports on curricular studies and investigations made under its direction and with formulating recommendations and policies respecting curricular matters in general.

After each of the Commissions has wrestled with its own problems for two or more days preceding the annual meeting the Association as a whole meets in

general session. Here during three half days the three Commissions present, in turn, a public program that embodies the best of the deliberations and activities carried on during the earlier days of the week. Following the programs of the three Commissions comes a more general program prepared and sponsored by the officers of the Association as a whole.

The week of the annual meeting in Chicago is a busy week for all. The Association boasts that it is primarily a working body and not primarily a gathering for social purposes or for incidental professional inspiration. However, it must be understood that very, very much of the work of the Association and its Commission and Committees is carried on before and after the annual meeting. Literally scores of individuals are busy much of the year in inspecting, investigating, preparing reports, and outlining procedures growing out of, and pointing directly to, the work of the annual meeting. Further, not a single individual in the entire Association is paid one cent for the work he does. Each individual labors for the love of the cause. However, certain clerical help and certain incidental expense budgets are provided by the Association for furthering the work of its organizations.

VOTING PRIVILEGES

The constitution provides that "Any person engaged in the work of teaching or administration in a secondary school or institution of higher education which holds membership in the Association shall have the right to attend meetings and participate in the activities of the Association; but a secondary school or institution of higher education holding membership shall have only one vote on any question before the Association." In the Commissions no one may vote who is not a member of the particular Commission concerned.

HONORARY AND INDIVIDUAL MEMBERSHIPS

In the early history of the Association certain individuals were given membership in the Society as individuals. However, by the constitution adopted in 1928 this classification was abolished. In its stead a class called "honorary members" was established. The members of this new class comprise all living persons who formerly held paid-up memberships in the Association, together with such other individuals as the Association may from time to time elect. Honorary members are entitled to all privileges of the Association except voting, receive the *QUARTERLY* gratis, and are exempt from the payment of all dues.

Moreover, Article III, Section 4 of the Constitution provides that "All individuals holding membership on Commissions of the Association or serving as elected officers of the Association shall be members of the Association with full powers except as limited by Section 5 of Article III"; i.e., without the right to vote unless officially appointed as delegates from given institutions.

FEES

In order to meet the expenses of the Association an annual fee is required of each member of the Association. This fee is determined by the Association on the recommendation of the Executive Committee. The fee is \$50 for four year colleges and universities, \$25 for junior colleges, and \$5 for secondary schools.

ACCREDITING POLICIES

The standards for accrediting schools and colleges are slightly revised annually. The standards may be found in the June issue of the *QUARTERLY* each year. In a general way these may be briefly summarized as follows.

In the Commission on Institutions of Higher Education three slightly different sets of standards are in effect: one for colleges and universities, one for junior colleges, and one for institutions primarily for the training of teachers. This last set of standards (and of institutions accredited under it) is soon to be abolished, and only two groupings of higher institutions will be made. To be accredited as a college or university the following general requirements must be met: (1) fifteen units of secondary school work must be demanded for admission; (2) at least 120 semester hours of credit must be demanded for graduation with a bachelor's degree; (3) a faculty adequately trained and effectively placed for work must be maintained; (4) a school plant with adequate library, laboratory, and classroom equipment must be provided; and (5) an annual income large enough to guarantee good service on the part of all instructors and other employees must be had.

For the accrediting of secondary schools the following are the most significant standards: (1) a school plant with upkeep and operation adequate for all needs of the school; (2) graduation based on a three-year senior high school course (or on a four-year general high school course) and including certain specified units of credit; (3) teachers with college degrees and professional training, prepared adequately in the subject matter they are to teach and paid sufficiently high salaries to guarantee distinctive qualities of personality and of skill in teaching; (4) pupil loads and teaching loads that are not too heavy; (5) school organization and administration of certain acceptable forms and kinds.

COMMITTEES

In addition to the activities of the three Commissions and of the General Asso-

ciation considered as a whole much important work is also being carried on throughout the year by working committees engaged in investigating educational questions of various sorts. These committees report from time to time to the larger bodies which appoint them.

PUBLICATIONS

From the very earliest date of its history the Association has followed the practice of publishing an account of its deliberations and activities. For years these materials appeared annually in a single volume called the *Proceedings*. Later, when the practice of accrediting secondary schools was established, a preliminary leaflet was gotten out giving the standards for accrediting and the list of accepted schools. This was done immediately following the annual meeting in order that interested persons might have the data for guidance before making administrative plans for another school year. Gradually this preliminary bulletin grew so large by virtue of the lengthening lists of schools and by the inclusion of numerous analytical data pertaining to them that, in 1921, the *Proceedings* were gotten out in two volumes styled respectively Part I and Part II. By 1926 the work turned out by the Association in the form of investigations, reports, addresses, minutes and statistical data became so voluminous that another change in publication arrangements was thought desirable. Then a magazine appearing four times a year took the place of the *Proceedings*. This publication is called the NORTH CENTRAL ASSOCIATION QUARTERLY and comes from the press on the first of March, June, September, and December. The Board of Editors for this QUARTERLY is composed of the President, the Secretary and the Treasurer of the Association and the Secretaries of the three great standing Commissions. This Board in turn elects a Managing Editor.

The QUARTERLY is mailed regularly to all accredited schools and colleges without charge except for the annual membership fee voted by the Association. All officers and individual members likewise receive the QUARTERLY gratis; while, in addition, there are about 150 paying subscribers. The QUARTERLY is the official organ of the Association and as such accepts for publication no material that does not emanate from the Association itself or that does not relate so closely to its work that the officers or committee members are willing to stand sponsor for its inclusion. The subscription price of the QUARTERLY is \$5.00 a year, with a special rate of \$3.00 a year to public libraries. However, teachers and others in North Central Association *membership institutions* are privileged to subscribe for the QUARTERLY, *as individuals*, at a special rate of \$2.00 a year. Single copies for such individuals may be obtained

from the editorial offices at the rate of 75 cents each.

OFFICIAL HEADQUARTERS

Inasmuch as the Association is a mutual organization its membership changes somewhat each year. Further, the Association has no paid officials and hence no established offices of its own. However, since the Secretary of the Association has much of the clerical work under his immediate charge throughout the entire year it is doubtless proper to say that the official headquarters of the Association are located with him—Mr. A. W. Clevenger, University of Illinois, Urbana, Illinois. All general correspondence relating to the Association should be directed accordingly.

The official headquarters of the NORTH CENTRAL ASSOCIATION QUARTERLY are in Room 1439, University Elementary School Building, Ann Arbor, Michigan.

COLLEGE ENTRANCE PRACTICES AFFECTING SENIOR HIGH SCHOOL

A Committee Report

A. A. REED, Chairman¹
University of Nebraska

FROM time to time various committees of the North Central Association of Colleges and Secondary Schools have hinted that college entrance requirements based upon the 8-4 type of organization were interfering with the normal development of the junior high school movement. In 1923, the Association formally adopted a recommendation to the effect that the member institutions of higher education should provide an alternative plan of admission based upon twelve units earned entirely in the senior high school. Of these twelve units nine were to be academic. Included within the nine units were to be one major subject consisting of three units and two minor subjects consisting of two units each. English was to be offered either as a major or a minor subject. Each college was to indicate the remaining units for itself.

In 1927 two committees were set up to study phases of admission problems affecting junior high schools. One committee, appointed by the Association, was to report a plan for "the restatement of entrance requirements in terms of the senior high school for different types of liberal arts colleges, technical schools, and professional schools." The other committee, appointed by the Commission on Higher Institutions, was to bring about more general compliance with the former resolution of the Association adopted in 1923 and calling for an alternative plan of admission based upon the senior high school. Both committees made careful

studies and submitted reports. The former committee reported a plan approximating Plan II, which follows, while the latter committee submitted in essence Plan I. The Association heard both reports, and appointed a joint committee from the two committees to harmonize the two reports. The report of the joint committee recommended the two plans which follow and this report was adopted unanimously by the Association:

PLAN I. Recognizing that there is need of an immediate means of adjustment during the transitional period, as an alternative plan of admission from a four-year high school, your committee recommends that the colleges and universities of the North Central Association accept twelve units completed in the senior high schools, provided that the subjects taken in the senior high schools, together with the work done in the junior high schools, satisfy the subject requirements for the particular college or university. This action is not intended to make restrictions on the junior high school, and does not require detailed reports from the junior high school in subject matter below the tenth grade.

PLAN II. As a plan for the restatement of entrance requirements in terms of the senior high school for different types of liberal arts colleges, technical schools and professional schools, the following principles are recommended:

1. Full admission to be based upon eleven or twelve units completed in grades ten, eleven, and twelve. Where state laws or regulations of standardizing agencies prescribe fifteen units, a college may accept three units from the junior

¹The full committee consists of A. A. Reed, J. R. Owen, and James Rae.—THE EDITOR.

high school properly certified by a senior high school without details.

2. Of the eleven or twelve units accepted for admission, not to exceed three to be non-academic. The academic units to consist of a major (three units) and two minors (two units each), or of four minors.

3. English to be either a major or a minor, each college to specify the other elements of the major and minors, leaving the other units optional within the limits provided for academic and nonacademic units.

4. Academic units to be defined as English, foreign languages, mathematics, natural sciences, and social sciences.

5. A major in foreign languages may consist of a year of one language and two years of another, but a minor must be a single language.

6. A unit of foreign language and a unit of mathematics may be accepted from work carried below grade ten as a part of a major or a minor, in such instances the total credits earned in grades ten to twelve not to be fewer than eleven units. In reporting these credits, it shall not be necessary to certify a grade for the work carried below grade ten, the completion of the higher unit being sufficient to validate the credit for the work carried below grade.

The problem was brought before the Association again this year (1932) because of an earnest plea from Superintendent W. E. Tower, in charge of senior high schools in Chicago. Mr. Tower urged that the city, beset by financial burdens, be spared the unnecessary expense of following up and reporting entrance credits earned in junior high schools, and that curriculum adjustments in the senior high school be made less complex (with an attendant economy of both finances and educational energy) by the elimination from college entrance requirements of all elements that do not function as prerequisites to the specific courses of the freshman year in the respective colleges. A committee was appointed to report upon progress and to encourage compliance with the former recommendations of the Association touching this subject.

Questionnaires were sent to the regis-

trars of all member institutions in the North Central Association, to all other regional accrediting associations, and to the higher educational institutions in California. Replies were received from all but two institutions in the North Central Association, and from two-thirds of all other higher institutions of learning in the United States. The summary of actual conditions (based upon practices rather than catalog statements) is most encouraging as evidence of progress. This summary is presented in the accompanying table.

It will be noted that 77 per cent of the institutions in North Central territory have made modifications of their entrance requirements and have accepted one or both of the two plans proposed by the Association. Thirty-six per cent of the institutions in California, 42 per cent in the Middle Atlantic states, 35 per cent in the Southern Association, 56 per cent in the New England Association, and 53 per cent in the Northwestern Association, a total of 58 per cent in the United States, have made the modification. It would seem that the decided economies involved, with no loss of standards, would justify more rapid progress during this time when every possible item of overhead must be saved in order to be devoted to purposes of instruction. No reason appears why all institutions should not accept at once Plan I, since it calls for no change in entrance requirements, but merely relieves the school of the necessity of reporting specifically upon the work of the ninth grade.

This study shows that many institutions are actually following the plan, without announcing it in their catalogs. In justice to the secondary schools, wide notice of this fact should be made, and entrance blanks should clearly provide for such reports. Principals of secondary schools are so sensitive to criticisms that come to them locally respecting the ap-

parent failure of their graduates to meet college entrance requirements that they commonly submit to any demands required in making reports rather than risk such criticisms. If there is a simpler, less expensive way of making reports, they should know it.

The recommendation of the Association makes Plan I temporary, "as a means of adjustment during the transitional pe-

riod while colleges are moving toward a simpler and more convenient form in keeping with the scientific spirit of the age." Plan II is the next step, until research may show a better one. It was accepted by a unanimous vote of the Association in 1927 as the goal toward which member institutions were asked to move in the modifications of their entrance requirements. The plan was urged so as

TABLE I
SUMMARY OF REPORTS ON ADMISSION TO COLLEGE ON SENIOR HIGH SCHOOL BASIS

STATE	INSTI- TU- TIONS	RE- PLIES	PLAN ONE				PLAN TWO				MODIFIED	
			Alone	With Plan Two	Total	Per Cent	Alone	With Plan One	Total	Per Cent	Num- ber	Per Cent
Arizona	4	3	2	0	2	50	0	0	0	0	2	50
Arkansas	11	11	3	1	4	36	2	1	3	27	6	54
Colorado	9	9	2	2	4	44	0	2	2	22	4	44
Illinois	39	39	22	6	28	71	6	6	12	31	34	87
Indiana	16	16	8	1	9	56	2	1	3	19	11	69
Iowa	19	19	12	4	16	84	1	4	5	26	17	89
Kansas	14	14	4	2	6	43	4	2	6	43	10	71
Michigan	23	23	6	5	11	48	6	5	11	48	17	74
Minnesota	16	16	4	9	13	81	1	9	10	62	14	87
Missouri	30	30	12	7	19	63	5	7	12	40	24	80
Montana	5	5	2	0	2	40	0	0	0	0	2	40
Nebraska	10	10	2	3	5	50	5	3	8	80	10	100
New Mexico	4	4	1	0	1	25	3	0	3	75	4	100
North Dakota	8	8	2	3	5	62	0	3	3	37	5	62
Ohio	34	34	13	8	21	62	6	8	14	41	27	79
Oklahoma	13	12	1	7	8	61	3	7	10	77	11	85
South Dakota	11	11	4	1	5	45	1	1	2	18	6	55
West Virginia	8	8	5	0	5	63	2	0	2	25	7	87
Wisconsin	13	13	5	3	8	61	1	3	4	30	9	69
Wyoming	1	1	1	0	1	100	0	0	0	0	1	100
TOTAL:												
North Central Association	288	286	111	62	173	60	48	62	110	38	221	77
California	11	9	2	1	3	27	1	1	2	18	4	36
Middle Atlantic States	106	72	32	7	39	37	6	7	13	12	45	42
Southern Association	151	96	35	4	39	26	14	4	18	12	53	35
New England Association	25	17	10	3	13	52	1	3	4	16	14	56
North Western Association	34	23	6	10	16	47	2	10	12	35	18	53
GRAND TOTAL.	615	503	196	87	283	46	72	87	159	26	355	58

In this table Arkansas has 11 member institutions; replies were received from all; 3 follow Plan I, alone, and another (which is counted under both plans) uses both Plan I and Plan II, making a total of 4 institutions (36 per cent) that use Plan I. Two institutions follow Plan II exclusively and another (which is counted under both plans) uses both Plan II and Plan I, making a total of 3 (or 27 per cent) for Plan II. Requirements have been modified in accordance with the Association's recommendations by 6 of the institutions (54 per cent).

to achieve greater uniformity of admission requirements among institutions of the same type and to reduce to a minimum the non-essential variations among institutions of different types. It provides for recognizing the senior high school as an educational unit, free from complications due to mixed records and other administrative inconvenience.

The plan stresses the importance of continued effort within a reasonable number of fields of endeavor by providing for the use of majors and minors, and secures a fair proportion of academic units as a preparation for college study.

English is made a common element for all types of institutions, while each type is free to specify two or three other fields of study, appropriate to specific needs.

For institutions that require a foreign language, the plan requires at least two years of successful study in one language if the subject is to be recognized as a serious element for college entrance.

In order to meet the needs of both three-year and four-year high schools, so as not to force the determination of the place for beginning foreign language and mathematics by administrative rather than educational demands, provision is made for recognizing a second year of such subjects as validating the work accomplished below the senior high school. By this means the first year will form a part of a major or minor without increasing by this beginning work the units earned for graduation.

It is to be expected that the natural and proper conservatism of our higher institutions of learning will make the acceptance of this plan a slow process. It opens up the whole field of intercollegiate relations within universities, as well as the relations between collegiate departments and separate institutions. In view of the fact that there has been no concerted effort to secure action upon

these North Central Association recommendations, it is surprising that as much progress has been made as the study shows.

It is recognized that the establishment of entrance requirements is primarily a college question. In so far as it concerns the progress and development of instruction within the institution, no one will object to the fixing by colleges of the prerequisites necessary for beginning college courses. However, the problem concerns the high school almost as seriously, since the necessity of meeting college requirements does condition the program of studies and the curricular arrangements of the secondary school. It thus becomes a matter of joint interest. The college should establish its plans with a recognition of joint responsibility. The only excuse for specific entrance requirements is to provide unified and integrated sequential relations of high school and college work.

Careful investigation has shown that few institutions recognize any conscious specific relationship between the beginning college courses and the work of the secondary schools except in the case of foreign languages and mathematics. Even in the case of mathematics this relation is only relative, since in few instances are students with one or more units of algebra segregated in their first college course. When segregation is made, it is generally and almost necessarily brought about by a classification test rather than as a direct result of credits presented.

In like manner no difference is made in the beginning college courses in English based upon the amount of exposure to English in high school. Students with 2, 3, and 4 units are placed in the same freshman course except in a few institutions. In the latter, the classification is determined by tests and not by credits. One university that tried to improve the

organization for instruction in technical freshman English by classifying students according to entrance credits found that this not only did not produce more homogeneous freshman college classes, but that students soon were presenting a maximum of English entrance credits so as to escape the exacting type of work that was organized to remedy deficiencies in that field. It could not be otherwise, since many students who have natural ability in English or who come from homes where conditions are favorable for the formation of good habits are better prepared to carry a college course with no formal work in English in the secondary school than are other students who complete four years of secondary instruction in that subject. The same is true in a greater degree when literary appreciation is considered. Thus, however well intended is the plan for improving college instruction in English by prescribing more units for entrance, it will fail of accomplishing the purpose intended. Moreover, to do so will prevent secondary school authorities from determining in a scientific manner the real varying needs of their students and will hinder them from organizing instruction so as to serve the real ends of secondary education.

What is true in relation to algebra and English is even more evident in all other fields of instruction. In the natural sciences, it has been found that the only cases in which college instruction is directly organized upon secondary school courses is in some rare instances in chemistry and physics. Even in these subjects it is being found possible to vary the instruction within the same college class to suit diversified needs. Indeed, only in a very large college is any other plan practicable. While it is desirable that all secondary school students have some experience in the field of natural science (including limited laboratory technique) secondary school authorities are now

fully competent to handle this problem in a manner convenient and economical for their local situations.

No instance has been found where any attempt is made to organize beginning college courses in any social science upon a definite secondary school content. Then, why should a college prescribe any unit in this field? It is, of course, desirable that all students have a rich background of this nature as a general basis for college work, but this can be accomplished as effectively by recommendations to aid secondary school authorities in determining curricular adjustments as by fixed requirements.

However desirable required courses in the social sciences may be from the standpoint of serving the needs of the state, this is not a college responsibility but can be handled better and more logically by the school systems.

College authorities sometimes forget that the prescription of entrance requirements began as a matter of economy in order to relieve them of doing things that could be carried as well in a lower school. Now that the content has ceased to be the determining element, and both secondary and higher institutions are providing instruction upon plans of organization and levels of capacity, rather than upon content, it is becoming more illogical and in part almost impossible to base entrance requirements upon mere subjects of study.

Colleges are not justified in spending time and money calling for, collecting, checking, and recording information that is not actually used in student adjustment. Since the records of the last three years of the student's preparation can serve all proper classification needs, why incur the expense of securing the record of the ninth grade when this grade has ceased to be a part of the organization from which the candidate comes? Not only might the college save itself this

needless outlay, but also it could refrain from placing an unnecessary expense of time and money upon the high schools. At a time when every cent of expenditure is being properly scrutinized by a critical public our educational institutions should not leave to hostile critics the opportunity for discovering and laying hold upon this useless waste of funds and this unnecessary loss of energy.

Our secondary schools are now organized in a variety of ways—as 3-year, 4-year, 5-year, and 6-year institutions. The committee desires to ask why the college should not use as the basis of admission only the elements common to all types, namely the work of grades ten, eleven, and twelve, and disregard entirely the ninth grade record in all types of schools, except when foreign languages and mathematics are involved. This has been found to be highly satisfactory after having been tried by several institutions over a period of years.

It seems to the committee that the educational economy which would result both to secondary school pupils and to the secondary schools themselves by the adoption of the simpler scheme of admission provided for by Plan II is much more important than the financial economy involved. Students could organize and plan their secondary school curriculum with reasonable assurance that it would meet their future entrance needs, not being disturbed by the widely varying demands of different institutions toward which they might be looking. No one who has had occasion to make even a cursory study of the entrance requirements of the 615 higher institutions of learning included in this report, covering all the important educational institutions of America, can fail to be unfavorably impressed by the fantastic picture shown. Certainly the plans and purposes of these

splendid institutions that have enough in common to permit free and easy transfer of credits when once they are earned are not working under as widely varying ideals and plans in first-year instruction as their divergent entrance requirements would imply. Cannot these colleges come closer together in their published standards and thus serve both financial and educational economy?

In the period of five years from 1927 to 1932 Plan II was adopted by 38 per cent of the member institutions of the North Central Association. This change has been made in California by 18 per cent, in the Middle Atlantic States by 12 per cent, in the Southern Association by 12 per cent, in the New England Association by 12 per cent, in the Northwestern Association by 35 per cent, and in all the higher institutions of the United States by 26 per cent.

Among the institutions that have already adopted Plan II are the following: Universities—Chicago, Cincinnati, Dayton, Miami, Minnesota, Missouri, Nebraska, Nebraska Wesleyan, Oklahoma, and Wichita; Colleges—Cornell, Doane, Hastings, Heidelberg, Monmouth, and Wheaton; Teachers' colleges—Chadron, Kearney, Peru, Wayne, Oklahoma Central, Oklahoma East, Oklahoma Northwestern, and Oklahoma Northwestern; Oklahoma Agricultural and Mechanical Arts College, Oklahoma College for Women, and Oklahoma Junior College. It is hoped that a knowledge of the nation-wide progress made thus far will encourage other institutions to join in the movement. The matter is being called to the attention of the State Committees with a request for their cooperation in an effort to persuade all higher institutions of learning to adopt one of the two plans that have been recommended by the Association.

LARGE SCALE PLANNING IN HIGHER EDUCATION¹

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MUCH is said these days about social planning, and economic planning. Two things seem to have occurred to many people, more or less suddenly. First, that our social and economic agencies and institutions should be run with a view to the general welfare. Second, that our present age is too complicated in its social and economic relationships to progress satisfactorily by the efforts of each agency or institution acting independently.

It is not necessary to approve the methods of the Union of Soviet Republics before recognizing the contribution that economic planning is making in Russia. The current wild scramble in this country to merge smaller banks into huge ones; railroads into a few great systems; industrial corporations like the motion picture producers into super corporations; stores into chain stores; these are manifestations of the substitution of co-operation for competition in our financial, industrial and business life. While such mergers will probably make necessary a greater measure of regulation by the government, they no doubt make possible greater economies through larger scale planning.

Education, more even than any of the other social or economic agencies which are responding to the urge for large scale planning, is a public service institution. On that account education more than these others should canvass the possibilities of large scale planning in its own field.

Elementary education almost entirely,

and high school education very largely, are under public control. The state is the governmental unit responsible for planning the work of the elementary and high school. But yet the dominating influence of smaller district units, in many states, still renders well nigh futile any state-wide efforts to plan a real system of elementary and high schools for the state. Accordingly, there is still much to be accomplished by large scale educational planning even at the elementary and high school levels.

However, the higher education level offers a still more fruitful field than the other levels. Higher education is predominantly under nonpublic control. With rare exceptions each college or university has been from the beginning a law unto itself. It has had few limitations, and these have been mainly self-imposed through the charter which it adopted at the time it incorporated, and through later charter revisions which it proposed for itself. Institutional mindedness has characterized it, and in the main still does, just as truly as institutional mindedness characterized each bank before the craze for mergers struck the banks.

This charge of institutional mindedness must not be thought to imply a disregard for public service as the function of these institutions. Quite the contrary. Whether publicly controlled or non-publicly controlled—the one no less than the other—each institution always acknowledges that service to the public is the only reason for its existence. In this program of service to the public, however, it has commonly played the game in rather complete disregard of the welfare

¹A paper read before the Commission on Higher Institutions, March 16, 1932.—THE EDITOR.

of other educational institutions. The spirit of competition has dictated the relationship of the colleges and universities to each other, and in the main still does. All too frequently, in fact, the practices indulged in by the colleges and universities in the name of institutional competition would do credit to the hardest boiled business man in the palmiest days of competitive merchandising. In all such cases, be it remembered, however, that each college or university seeks its own aggrandizement in order that it may the more effectively render public service.

Certain instances of cooperation among colleges, contrary to the charge of institutional competition made above, will come to mind at once. A number of the colleges of Missouri, for example, in cooperation with the University of Missouri several years ago accepted the status of junior colleges. The teachers colleges of Pennsylvania have distributed functions among themselves and greatly reduced duplication and competition. Other cases could be cited but they would be merely exceptions. The situation is not unfairly represented as a whole by the statement that competition among institutions is still the rule.

It is my contention that the forces that are at work compelling large scale social and economic planning in industry, business and finance, are as operative in the field of higher education as in any other social agency. Furthermore, the present economic depression, and the present social turmoil even more, indicate the urgency of the need for large scale planning in the field of higher education. The day of institutional competition must soon pass. A system or systems of higher education in which the many institutions make up a unified whole, must take its place.

This statement must be guarded, first of all, from two possible misinterpretations. First, it does not mean an advocacy

of state control of all higher education. There is no reason to believe that nonpublicly controlled universities and colleges are less willing than publicly controlled ones to enter into a scheme of cooperation to replace competition. The leaders of these educational institutions both public and nonpublic, are quite as capable as are the political leaders of the state to mold these institutions into a noncompetitive system in the public interest if they will. Nor has experience in any of the states, so far as I am aware, revealed any sentiment among statesmen to assume control of these colleges except insofar as has been necessary to bring them in line with public interest by cutting down competition and increasing coordination among them.

Second, this statement does not mean Federal control of higher education. I personally subscribe wholeheartedly to the theory and the logic set forth in section one of the report issued a year ago on Federal Relations to Education by the National Advisory Committee on Education. It is true, however, that large scale planning in higher education must involve larger areas than states in many of its aspects. To facilitate such planning, the appropriate agencies of the Federal government should be freely available.

On the issue of Federal control as with state control, a vigorous taking hold of the situation by the institutions themselves, both public and nonpublic, and a display of a genuine determination to sink institutional mindedness in the effort to build a real system of higher education for the states and for the United States, will be as welcome to statesmen as to patrons of higher education. By the display of such a spirit any tendency to the growth of either state or Federal domination will certainly be stopped if attitudes expressed by statesmen to date may be taken as an indication of future sentiment. "Keep the government out of

business" is a no more popular slogan than "Education is not a Federal function." The government's invasion of the field of business, whether with the railroads, the radio, or pure foods, has in general been only when, and insofar as, the agencies concerned were too flagrantly disregarding the public interest in their operations. It is fair to assume that the same principle will operate in the field of higher education.

It will no doubt continue to be the devout hope of everyone that the institutions of higher education will themselves take care of the problem of large scale planning in such a way as to provide the country with an efficient, economical and complete system of higher education, a system as diverse as the educational interests and needs of all the people, and with its many parts intimately coordinated. All that the people or their political representatives want is such a system. They would prefer that it be as free as possible from governmental control. It may not be amiss to point out, however, that the present widespread criticism of higher education probably indicates that the public may reach the limit of its patience with higher education too quickly for the comfort and peace of mind of our college and university leaders. Probably if they are to forestall further governmental activity—mostly state but possibly Federal too—in the field of higher education, the colleges and universities may need to move with more than their accustomed alacrity, in seeking to devise a system of higher education to take the place of the fourteen hundred relatively independent uncoordinated and largely competing colleges and universities.

One of the places where the edginess of the temper of the people is showing itself most clearly is in connection with state supported colleges and universities. For many years the people have been

saying to the several institutions within each state, "Now please cut out your institutional competition, and plan your work—cooperatively in the interest of the state." They have put teeth in their pleas in a few states by statutes creating state boards of higher curricula as in Washington and Oregon, creating single governing boards for all institutions as in Kansas, or putting a chancellor in administrative control over all the institutions as in Montana. But in spite of these popular warnings, state institutions have not moved in the direction of cooperation fast enough to satisfy the popular demand. Two years ago, the legislature of Oregon created a state board of higher education to replace three boards of control and the board of higher curricula. Last year North Carolina created the University of North Carolina in which are merged the State Agricultural and Mechanical College, the State College for Women, and the former State University of North Carolina. Within the past few months, Mississippi has added the control of the two teachers colleges to the duties of the Board which controls the other institutions of higher education, and Georgia has consolidated under one board and one chancellor the work of 26 previously separate institutions. Kentucky only a few days ago authorized an educational survey with a view to having before the next legislative session, recommendations for making a more economical and effective system of education in the state.

It seems rather clear that if this were not the off year for legislative sessions, many more states would be feeling the popular urge to systematize their higher education. Nor may we be confident that a year from now when most of the legislatures will be in session, will the popular temper be milder. Planning at least on a state basis, and among state controlled institutions seems to be generally indicated. If such planning is not done by the

institutions themselves, then it will be done by the machinery set up by the legislatures.

Fortunately or unfortunately, the state-wide planning which has so far been done by machinery set up by the legislatures has not been entirely satisfactory either to the people or to the institutions. I have had contact with the situation in several of the states named above as they were taking the successive steps in bringing about what they hoped would be a real state system of higher education. In every case there was a feeling of doubt and sometimes of futility. Laymen were baffled because they were dealing with complicated educational issues. They would commonly voice their perplexity in some such words as these: "We don't know how to handle such matters. The institutions themselves are the ones to do this. And they could too, if they only would."

It will be interesting to observe what happens in the legislatures of the several states next winter. Times like these through which we are now passing have brought legislation for state unification in the past. The movement is showing greater strength now than in any past time. It would seem only prudent, therefore, for the institutions in any state where they prize their present institutional independence to make an effort before next winter to effect a scheme of voluntary coordination of activities such as will convince at least the mild tempered that they propose to do, on their own hook, a better job of systematizing than the state legislature could do.

Possibly you are saying, "But are there not at present many evidences of cooperation among colleges and universities? Is not this North Central Association one such example of cooperation?"

I am quite aware of many such evidences of cooperation. The Office of Education compiles a list each year of

all the associations among colleges or college people. The list is a long one. Nor am I unmindful of the great value of the work these associations do. They do not, however, operate strongly in the direction of large scale planning. Standardizing associations, for example, may stimulate institutions to be more like each other, or may spur them to do better what they are already doing, but they do little or nothing to substitute cooperation for competition among institutions. They do not undertake to devise a master plan for the higher education of a given area and discover the part which each institution can best play in that master plan. For a college to be struggling by ways devious if not devilish to get its name on an accredited list, is not an exercise calculated to subdue institutional mindedness.

An illustration of what I mean by large scale planning is afforded by recent developments in Minnesota. Several years ago with the cooperation of the high schools, the University of Minnesota began to give the so-called college ability test to high school seniors in several centers in the state. The project was later taken over by the Minnesota Association of Colleges in order that all the colleges might have equal access to the data and that the facilities of all the colleges might be offered equally to the high school seniors. Well trained educational guidance counsellors from the colleges and the high schools now undertake to advise these high school seniors about their college education. Many are advised not to go at all. Many others who had not planned to go to college at all are advised to go. Both groups tend more and more to follow the advice given. In increasing proportion, too, these young people are guided in their selection of an institution best suited to their individual interests and aptitudes.

This statewide service of educational

guidance is itself a good illustration of large scale planning. But the creation a month ago of a brand new type of junior college at the University of Minnesota is the richest fruit of this cooperative effort. The group of educational guidance counsellors discovered many high school seniors for whom they could not recommend any of the existing colleges. It was clear, however, that the state's interest was not being best served by saying to these young people, "Your educational opportunities are at an end." Their high school education had not prepared them suitably either for their social responsibilities or for earning a living. So a new kind of college was needed, and was promptly created. Whether the University of Minnesota is the right place to establish it, or whether it will languish after it is established, is mostly beside the point. Higher education in Minnesota is operating sufficiently effectively as a state system to discover those for whom their present institutions are not suited and to add another unit for them.

The mail which comes to the division of higher education of the U.S. Office of Education any week of the year would convince the most institutional minded of the need of large scale planning in the field of educational guidance of college students or prospective college students. Letters come in large numbers from young people, and nearly as often from mothers, and much less often from fathers, asking how they may know whether it is best to go to college, or to send a son or daughter to college. If so, what is a good college for this or that type of work, or for this or that sort of boy? What are the chances of a boy or a girl earning his living while in college?

Of course, we cannot presume to answer such questions. The only way they can be answered is by the approved technique of educational guidance. A sympathetic counsellor, who has first found out

much about the young man or young woman, must advise. But correspondence with some of these young people has convinced us that only a small proportion of high school graduates in this country have access to any such guidance. Yet it will be readily admitted that the question is exceedingly important. The high mortality which characterizes most of our colleges is due in no small part to the inadequacy of educational guidance. Fairly adequate materials and methods of guidance are known too.

But to carry out any satisfactory program of guidance requires planning beyond the campus of a single institution. Guidance is regional, not institutional. If the Office of Education could refer these honest and oft times pathetic inquirers to some guidance counselor within fifty or even a hundred miles of their homes, I should feel that we had done them a great favor.

As one simple project in large scale planning and one not, I hope, altogether fantastic, I suggest that the North Central Association give consideration to the possible organization of a series of educational guidance clinics at such centers as would bring some clinic within reasonable easy reach of every high school graduate in the territory of the Association. Such consideration would no doubt involve the cooperation of such groups as the National Association of College Personnel Officers.

If correspondence with our office is not wholly misleading as to the interest on the part of high school seniors in the problem of guidance, the demand will be heavy for the services of these clinics when and if organized. If it were thought well to charge for the services it would not surprise me if the venture would shortly prove self-supporting.

A few other simple illustrations of what might be accomplished by educational planning. Two small colleges not

far apart have mediocre departments of drawing and music on both campuses. If, except for elementary work, one had all the drawing and the other had all the music, all the students would be served better and more economically.

Two state colleges of agriculture, but a few miles apart altho in different states maintain as complete layouts as possible for both instruction and research in all phases of agriculture. Obviously both economy and efficiency would result from pooling their resources, and dividing up the combined job.

Universities everywhere are striving to build up adequate equipment, library and

staff, for advanced research in all the departments of instruction alike. Allocation of this very expensive type of service on the basis of a large-scale plan would not only save millions of dollars each year but would assure greatly improved service. A start has been made in this, but only a start.

If the regional standardizing associations cared to add to their present functions that of regional educational planning to stimulate and to supplement the planning that can best be done on a statewide basis, it is my opinion that they would render a service most significant and certainly timely.

ORIENTING THE ORIENTATION COURSE¹

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THERE can be no doubt that an orientation problem exists today. Wherever college and university instructors in one or more of the social sciences are gathered together, the problems connected either with departmental or with cooperative introductory courses are certain to be discussed. The same is undoubtedly true of groups of instructors in the natural sciences. The problem is by no means new. Some twenty-seven years ago, Professor C. H. Haskins, as chairman of the "Conference on the First Year of College History" at the annual meeting of the American Historical Association, said in part:

The most difficult question which now confronts the college teacher of history seems, by general agreement, to be the first year of the college course. The problem is comparatively new, and becomes each year more serious. Twenty-five or thirty years ago the small amount of history taught in American colleges came in the junior or senior year and was not organized into any regular curriculum. With the recent development of historical courses, however, the teaching of history has worked down into the sophomore and often into the freshman year.²

During the postwar period, the problem has become increasingly complex. Experiments have grown in number and variety, and future generations will no doubt look back upon us and speak of "the age of transition."

The causes for this phenomenon are

not far to seek. For one thing, the greatly increased attendance has contributed somewhat to the feeling that things are in a state of flux, something must be done. The heterogeneous background, the unequal ability, and the varying amount of intellectual interest displayed by the new mass of students have emphasized the need for some very elementary departmental survey course to give a flying start toward more serious work, and to unify the experiences of the group. But this multiplication of departmental survey courses has failed to give the student the broad, comprehensive knowledge supposed to be characteristic of the liberal arts degree. Moreover, the departmental scramble for students has been intensified, with most deleterious effects upon standards of scholarship and friendly feelings.

Another important cause has been the expansion of the various social sciences themselves. Anyone who studied these subjects even fifteen years ago and has not looked at them since would be amazed, if he were to re-examine them today, at the increase in quantity, the development of method, and the change in the scope and interpretation of subject matter.

History, for example, has expanded greatly, not because time is passing and new events are taking place daily, but because its scope is being conceived and treated on a much larger scale by an increasing number of historians. The anthropological point of view is weakening the barrier between history and prehistory. Books not "brought up to date" within at least five years or less are

¹This paper is published here at the request of certain committee members of the Association.—THE EDITOR.

²It doubtless would be best for the more immature freshmen and those who rank below the upper fourth or fifth of their high school class to postpone the course until their sophomore year.

looked upon as out of date. The expansion of the scope of history beyond the political aspects of the past, and the growth beyond conventional geographical areas, are important developments. The better care of historical materials and the growing number of researchers and books have expanded the sheer bulk of historical work to the point where teachers, not to mention students, can hardly gain and keep a comprehensive acquaintance with the whole field.

In general, the other social studies have followed the same course, developing their technique, redefining their scope, and amassing vast amounts of data. It takes more than the fingers of two hands to count the new and revised textbooks in sociology and social psychology which have appeared since 1925. In economics a large number of specialized phases, each with its allotted number of books, have appeared, as has also the problem method of treatment. Anthropology has made phenomenal progress since Tylor wrote his introduction to the subject some fifty years ago. Psychology has grown *via* introspectionism, behaviorism, and psychoanalysis, and is gradually separating itself from the departmental supervision of education and philosophy, while political science is likewise making departmental declarations of independence.

The natural result of such growth has been the increasing importance of the social sciences in the curricula. Fifty years ago, the social studies were not only backward in their development, but they occupied a correspondingly unimportant place among the other subjects of study. The natural scientists had gotten their subjects in by the skin of their teeth, much to the discomfiture of the theologians and classicists. Later the scientists were not more hospitable to the newer social studies than theologians and classicists had been to the scientists.

Especially since the opening of the present century, however, the new subjects have been recognized in a larger way and gradually have secured a seat in the freshman and sophomore galleries, and occasionally in the required list. The general similarity of the subject matter of the social sciences has made them almost more jealous of each other than they, as a group, were of the natural sciences and languages.

If another cause is needed to account for the present stir in the camp of the social scientists, it may be found in the fact that some have felt the weaknesses of a system which separates knowledge into watertight compartments. During the period of the formation of the social studies, it was natural that each one sought to draw apart in order to make more obvious the fact that it was treating the common stock of material from a distinct point of view which entitled it to a separate existence. Having succeeded in this, many workers in the respective fields have discovered that they need the light which other approaches can shed upon their own field, and that their students need it also. Hence, they have become interested in a cooperative course. The chief things which they expect such a course to accomplish are:

1. To prepare specifically for serious departmental work
 - a. By rounding off some of the rough corners remaining from high school and setting the pace for college study,
 - b. By condensing the increasing mass of material in the various departments into a comprehensive survey so that students are provided with a more homogeneous background and a minimum of facts common to the social sciences as a group, and
 - c. By providing some experience with the various fields so that a more intelligent choice of a major subject can be made.
2. To eliminate the rivalry for students to fill introductory departmental courses.
3. To unify the various fields so that their interrelations will be more apparent.

The difficulties attending such a course have been many. Who should take the new hybrid under his wings? If the staff of one department were to do it, the others might well feel at a disadvantage and have some misgivings as to whether a proper breadth and neutrality would be preserved. If all should try to cooperate, the compromise might be agreeable to none, for it could be treated too much from a departmental standpoint by each instructor; it could lack unity, giving a little of each subject in well-nigh separate parts, each so small that the student would not be fitted for advanced work in any one of them; and the advantages of faculty specialization would be destroyed. Some instructors have shown no interest in the matter, claiming that since *method* is the primary consideration, and since it can be taught equally well by any departmental course, it makes no difference what the student takes.

An examination of representative books which have been published for orientation courses reveals the operation of these difficulties and the experimental stage in which the movement rests. For example, one is a history of civilization. Another is mainly a history of thought. Still another is hardly more than a course in high school civics. A fourth is an introduction to economics, while a fifth has some sociological coloring and occasionally assumes that the student is familiar with history. One of the most recent books for orientation purposes claims to be for use in the natural science field, but points out that a number of the social sciences are involved in it. In the list of social sciences which are mentioned, history is practically the only one omitted, and yet a number of the chapters would make excellent reading in a history course. A few cooperative books and syllabi are being used also.

The present writer has experimented upon five successive classes, composed

chiefly of freshmen and sophomores, with a course in the history of civilization in an effort to make some contribution to the solution of the orientation problem.¹ Before that time, it had been given simply as a departmental introductory course in general European history, with the methods commonly in vogue. Now, after five trials, it has reached the point where its orientation value as well as its departmental usefulness are becoming more and more apparent, and the methods and results seem clear enough to share with others. It is hoped that this can be done without seeming to deprecate the efforts of others to meet the same problem in a different way.

Of the three main features of the course, the first to be described will be the chronological distribution of emphasis. The first four weeks of the course are occupied by a survey of primitive and ancient civilization. During these four weeks, the special aim is not to give the student a mastery of many details, but rather to do three things: first, to give a sense of the nature of the chief institutions, including the scientific and mental life of man before he learned to write, and to view them as the foundations upon which the historic period is based; second, to give a knowledge of the chief contributions of the ancient peoples which were taken up in part by men of medieval and early modern Europe and spread to the ends of the earth; and third, to give perspective, so that, for example, the relative youth of American and even of European civilization will be clear when compared with the length of time man has been on the earth, or when compared with the age of Chinese civilization.

That four weeks is all too brief a period in which to cover so much ground is free-

¹*Annual Report of the American Historical Association for 1905, Vol. I, p. 149.*

ly admitted. The defense for such brevity must be sought first, in the remoteness of the period from present-day life, and second, and more important, in the fact that a detailed study of everything cannot be made in one year. Experience justifies the statement, however, that the alert student will carry away from even so brief a study something of the idea of social origins and the anthropological point of view, a feeling for perspective, and a sense of the importance of beginnings for subsequent history which can be strengthened later in the course by frequently pointing out the early origins of later phenomena. If this can be done, it is an accomplishment of no mean importance which amply justifies the work of the first month.

This introduction is followed by some three months of study on the period from the fifth to the fifteenth century, while the remaining five months of the year are devoted to the period since 1500.¹ Such a division of time is thus a compromise between the views of those who still hold to the supreme importance of early history at the expense of modern, and those who cut loose from roots and continuities and emphasize only the period since 1500. The advantages of this compromise are set forth in the following paragraphs.

It makes possible the presentation of the past as a panorama, each part of which is essential to a more complete appreciation of the other parts. This gives unity to the whole field of history, and the sweep and flow of it can be emphasized as it cannot be in a course covering only a part of the past. The final outcome of early events and movements can be

shown. Hold-overs from early periods which remain in our life today can be revealed more clearly. Comparisons can be made more significant and on a wider scale. For example, the unity of Germany and Italy in the nineteenth century, or the relations between church and state since A.D. 1500 are infinitely more intelligible when placed against their earlier background. Medieval scholasticism can be contrasted with modern science, and the remains of scholasticism in modern life may be suggested. Feudalism and the modern national state can be made to stand in sharp relief, while the empires of Rome, Charlemagne, Otto the Great, and Napoleon can be compared and contrasted, and their continuities made clear.²

It takes account of the unique and exceptional importance of the period which bears most directly upon the plight of the world today by giving more than half the time to it, an emphasis ever more necessary in an age of democracy. On the other hand, it preserves something of the depth and broad cultural value inherent in the early period. It recognizes that the education of the student who knows nothing of the earlier foundations of our present life is extremely shallow; built on sandy soil.

It takes account of the fact that there is a sequence in history courses just as in other subjects. To begin one's study of college history with 1500 or 1815 or with American history is not altogether unlike beginning the study of mathematics with calculus. Even if the student has had general survey courses in high school history, the point still holds. He remains in need of a survey on a different level. In the nature of the case, the depths of history cannot be plumbed on the high

¹Little American history as such is included, but since all students have studied it in high school, there are many opportunities to correlate it with the world stream as it unfolds. As a foundation for later serious study of American history, the values of such a course in the history of civilization is obvious.

²A comprehensive three-hour examination at the end of the year covering the work of the *entire year*, will unquestionably be a great aid to the student in realizing these values.

school level. The writer has found that a large percentage of those who have trouble with college history got along beautifully with high school history, and frequently those who have had no high school history excel those who have. Hence, the repetition, if it occurs, and if it is conducted differently from the high school course and with more adequate library facilities, should be highly profitable.

It may be objected that not the studying of the longest period, with the memorizing of the largest possible quantity of isolated facts, but the permanent acquisition of scientific attitudes and a knowledge of method is the most desirable end to be attained, and that it can be accomplished quite as effectively by the intensive study of a narrow period such as Europe since 1500, or American history since the Revolution. The truth in this objection must not be allowed to obscure the fact that the unique values already pointed out for the longer course are largely if not entirely sacrificed in the shorter course, and it is quite easy to include in the values attained by the longer course the special values attaching to the shorter, if the longer course is given a reasonable number of credit hours. These advantages would lose much of their force if all students took two or three years of college history covering the entire field, but a majority probably take less than one year.

The second main feature of the course may be described as the synthetic emphasis. This is present in any course which attempts to present all or a part of the history of civilization. A number of things distinguish the course which covers the whole history of civilization from other history courses.

First, its purpose is to create a larger synthesis. It seeks to give an account of each aspect of the past—political, economic, scientific, religious, etc.—and then

to weave them together, showing how the past is the result of interacting influences, political upon religious, religious upon political, economic upon both, both upon economic, etc. It also becomes possible by such treatment to construct the entire environment which surround any given event, which of course adds much reality and ability to visualize and understand the event. This can hardly be done if the political strand of the story is studied alone.

Second, its theory of causation is less likely to be narrow and deterministic, as is sometimes the case with courses in purely political or economic history. It is easier to assume in the history of civilization that no single motive or influence—political, economic, geographic, or other—is the sole creative force from which historic events result, but rather that historical causation is a complex of all of them, with one bulking larger here and another there.

And finally, its chronological and geographical scope is wider. It views the evolution of human society in its entirety and as a continuous process. Like a stream, this evolution has many curves and meanderings and is joined by new tributaries which continually modify it, but which do not destroy its continuity and symmetry from source to mouth. Moreover, it does not confine itself to the European tributary alone, but includes the whole world. It emphasizes along with the events which concern a given country, the events which have universal character and which show the common experience of the human species. It is concerned with events of any locality which make an impact upon other areas beyond that in which they occur, and with the way these influences intermingle and modify the history of each area. How, for example, is Europe different because of the influence of China upon it, and vice versa?

The historical method, when used in this synthetic rather than in a technical and narrowly circumscribed manner, has all the features possessed by other subjects which make them valuable for orientation and foundation purposes, and more besides. For one thing, while all subjects enlarge a student's experience with life, history, to a greater extent than others makes it possible for the extension of the student's memory back beyond his own lifetime and brings him in contact with all the important situations and great minds of the past so that he can be at home anywhere and at any time during the development of humanity. Moreover, there is something elementary and basic about the historical approach, for it begins with the concrete. The statement that an event happened at a certain time and place is the simplest thing which can be said about it. It should be the first thing to be said before any further and more complicated use is made of it by the other social sciences. While this is by no means the only function of the historian, it is his first function. History is unique in the amount and character of perspective which it may give. Nothing is more enlightening or does more to give one a sense of direction and ability to place things intellectually than to know the genesis and the process of development of ideas and institutions, together with the relations which each has had with others during their common development. The qualities of guide, pilot, and surveyor are thus inherent in the very nature of the historical approach.¹

The synthetic survey of the past which has been described, has the breadth and inclusiveness which should characterize an orientation course. By including the

beginnings and growth of all aspects of life, it deals with at least some of the data treated in other subjects. Even though this treatment is historical rather than technical, it gives the student an unparalleled opportunity to discover over and over again, the need for a knowledge of many fields in order to interpret any particular one, thus breaking down artificial departmental walls. It enables the student to get a glimpse of what all fields are like and to appreciate something of the place each occupies in the panorama of human knowledge. This is a distinct start on the way to a technical study of the various subjects, and a part of the function of an orientation course.

A few illustrations may clarify the point. The student who plans to specialize in political science, for example, certainly will be better prepared to do so after encountering historically such things as the theory of political feudalism, of the divine right of kings, of the separation of powers, and of political democracy, and also after reading about, or perchance reading from *The Prince*, *The Social Contract* and other literature of special significance to political thought. This, with the historical study of the relations between states and other political data, will give him insight into the nature of political science, the problems with which it deals, and the type of thought and abilities required for its mastery. Moreover, the light thrown upon political phenomena by the study of religious, social, economic and other types of activity, at once accustoms the embryonic political scientist to the use of kindred fields as an aid to the better understanding of the one.² The prospective

¹The writer is very happy to admit the reciprocal values of the other studies for history. The only contention here is that as something to start with and for orientation purposes, history has advantages.

²The reciprocal influence of political and constitutional phenomena upon social, economic and other aspects of life, with the accompanying clarification of some implications of the synthetic method are set forth in J. G. Randall, "The Interrelation of Social and Constitutional History," *The American Historical Review*, XXXV (October, 1929), 1-13.

economics major can hardly fail to derive a clearer understanding of the present economic order and of the science of economics from an historical study of such matters as the economic aspects of medieval and early modern society, and of the Industrial Revolution. An historical study of mercantilism reveals something of the function of money, of tariffs, and of the nature of foreign trade. Both capitalistic and socialistic theory is made clearer by the widest possible knowledge of historical backgrounds. From the history of civilization the would-be sociologist may derive a preliminary sense of social origins, social control, social conflict, social classes, privilege, and so on. He is constantly studying illustrations of these and other concepts in such a history course. A beginning can be made toward the appreciation of the role of geographical, psychological, economic and other forces in the molding of the social order. It can be no great heresy for the history instructor to suggest at the time a given historical event is studied, that certain generalizations are illustrated by it. Students will not appreciate the unique (historical) in the Crusades or the French Revolution less if it is indicated that they reveal something of the laws of crowd and mob action. The account of the relations between the Boers and the British since the Boer War, or between the North and South in the United States, especially since 1898, or between Hanoverians and Prussians since 1866 does not become less historical or less interesting and significant if explained as illustrations of such sociological concepts as social accommodation and assimilation. Indeed, they become much more significant. And for the benefit of those historians who may object to the pollution of genuine, *simon-pure* history with so much "extraneous" matter, let it be said that it is possible for the history instructor to drop these suggestions by the

way without in the least abandoning the historical approach or diminishing the value of the course for history majors. . . . Historians who raise this objection cannot expect their colleagues in the other social studies to do all the compromising which must be done in the interest of achieving gains for all.

But the synthetic emphasis is a point which gives the course orientation value to other fields as well as to the social sciences. Such a synthesis has no little interest for the language and natural science student. Much life and interest can be added to the mechanical process of learning a foreign language if the student feels the reality of the people whose language he is studying, and understands something of the origin and development of their culture. In the absence of an opportunity to visit their country, or as a supplement to a visit, the study of their history can do much toward these ends. Occasions for the practical use of such linguistic ability as may be developed in the language courses may be offered in the reading of foreign historical works. Specific things such as Valla's attack on the Donation of Constantine, comparative source studies of early with later English documents, or of the Strassburg Oaths of 842 have a distinct philological and linguistic interest. It goes without saying, also, that literature, whether in English or not, cannot be appreciated fully apart from its historical background.

If the technicalities of the natural sciences are too great to permit the historian to give more than a general sketch of their history and relate it to the other contemporary phases of history, this at least may suggest to the student who expects to major in biology or physics or mathematics, for example, that his subject had a beginning and has not always been just as it is now. He has opportunity at once to see his favorite science somewhat in its relation to other things which

man has accomplished. He may be stimulated to investigate the history of his subject further when his technical knowledge of it has increased. Last year, the writer had two students with a strong interest in mathematics who read portions of Newton's *Principia* and gave a written report on it, thus increasing their interest in and knowledge of both history and mathematics.

Moreover, the student whose major field is to be found in the natural sciences, will have a limited amount of time for the social studies and therefore needs a course as inclusive as possible. It is hard to see how any course could answer this need better than the history of civilization, so that its orientation value extends far beyond the group which has special occupational interest in it. No argument ought to be needed to substantiate the point that everything possible should be done to cultivate social intelligence, especially in those whose energies are to be taken later with technical work which throws no light upon the social problem of living together. Recently the writer had separate conversations with two physicians. Each quite spontaneously expressed himself somewhat as follows: "Now that I am in the profession, I have no time to study the social sciences. I greatly regret that I did not study them in college instead of devoting all my time to technical subjects with which I am occupying my whole life anyway. It was a big mistake and I am the worse for it."

Lest the claims for the orientation value of the course should seem to be purely theoretical, some concrete data may be given. In the spring of 1931, a questionnaire was given to students who had taken the writer's course in 1928-29 and 1929-30. Almost without exception, students reported that during the one and two years that they had been away from the course, it had had value for them for general orientation in the world of

knowledge. When asked to name specific courses which they had taken since, in which the civilization course had been helpful, the following replies were given, listed here in the order of the number of times mentioned: Other history courses, English and literature, economics, German, sociology, political science, French, art, social psychology, speech, biology, geology, philosophy, and history of music.

The following quotation illustrates the point further, and is taken from a paper written by an average student. The paper was the last act in a week's study of the history of European science and thought in the sixteenth and seventeenth centuries. This subject and the week of work upon it followed several days of study of the political, religious, and expansionist activities of the same period. The paper itself was an essay on Francis Bacon:

When I began to work on gathering material for this paper, I was not particularly interested in Bacon. However, as I continued to read about his life and his work, I became more and more interested in him and I am very glad that I chose this genius for my essay because I widened my knowledge of science, history, philosophy, and literature by reading about him.

At the end of the course, the students in the class of last year (1931-32) were asked to state the things which had been of most value to them. They were asked in such a way as to discourage them from passing out free compliments. The sample answers which follow are chosen from those of students most likely to give their genuine opinion. Only those portions of the student statements are given here which bear on the one point of orientation value, and represent a number of similar opinions:

It has been a link in bringing my other studies closer together. When I have felt like quitting it has kept up my spirits and has been a nucleus around which my other studies have revolved.

This course has helped me in every one of my subjects in my freshman year: French, English, physics, and hygiene.

It has already helped me in other courses. It was a valuable aid in the reading of a French history book (in the French course).

(A statement that the course has been of benefit in English, French, mathematics, and hygiene concludes as follows): So, I have found that all my courses are related to each other and not entirely separate as one might suppose.

(One who had never cared for history said): It has opened great fields in philosophy, government, religion, social movements, and, strange to say, a desire to remember enough dates to couple the whole together.

A third feature of the course, one which perhaps may give to it more individuality and uniqueness than either of the two aspects already mentioned, is the method of presentation. This is important in any course, and especially so in this one because it has much to do with how nearly the course fulfils the requirements and purposes of a good orientation course. It is here, also, that the creativeness and individuality of the instructor is tested.

None of the commonly accepted methods of presentation is used exclusively. The class meets in sections, preferably of not more than thirty students each. Very few hour lectures are given, and then only for such purposes as to introduce some new point of view, to give information not readily accessible, or to point out trends and help students to keep their bearings. Even these purposes are more often accomplished if and when occasion demands, as the natural outgrowth of problems raised during class discussion. Perhaps the greatest heresy about the method of presentation is the departure from the common practice of the use of a single textbook. Instead, the course is presented by assignment sheets which contain for each day's work (1) a subject for the day, (2) some topics and questions on this subject, (3) occasional suggestions and connecting data for the student's guidance, and (4) a partially descriptive bibliography.

There is little that is unique about the choice of daily subjects. They are ar-

ranged in chronological sequence, mingled with a topical order. The chief consideration is that they do not follow exactly the table of contents of any single textbook. Also, in keeping with the synthetic emphasis, the subjects aim to treat the political aspects of each succeeding century, with the economic, scientific and other phases woven in with it. Occasionally an entire day may be spent upon original sources after the background has been developed from secondary works. For example, the study of monasticism may be followed by a day on the Benedictine Rule itself, with suggestive questions on the assignment sheet to guide the student and stimulate his thought while reading the text of the Rule. Again, sources may be woven into the day's work along with the secondary material which they amplify.

The topics and questions on each daily subject are not the conventional syllabus type which merely tabulate matters of fact in systematic order. They do, of course, have as objects, the guidance of the student in his reading to some of the elementary facts, and the addition of a degree of unity to the work of the class. But there are three other purposes which are of even greater importance. First, they are designed to help students to see the bearing of the facts upon each other and upon the facts studied in previous lessons. Second, they contain occasional questions which suggest the relatedness of the various fields of knowledge. Third, the questions are arranged so that often the student is compelled to read from more than one book, frequently including historical atlases and source books, in order to prepare the assignment. References especially applicable to a specific topic are sometimes placed in parentheses immediately after the topic. This is particularly true of source references. It saves the student much time in his search for material, and assures his finding that

which will bear directly upon the work for the day.

The bibliography which follows the list of questions and topics begins with the particular textbook reference which will probably be most useful for the day's study. This is followed by references in other textbooks with occasional comments upon their respective values. Then some source books are cited, and finally, a few social works dealing chiefly or entirely with the subject for the day are given.

This scheme of things will undoubtedly need some justification before the reader will be convinced of its values. Students and instructors alike usually favor the use of a single textbook with some plan for "outside reading." Undoubtedly the absence of a single textbook makes the course more difficult, and it may be freely conceded that the single textbook may be best in some other courses and subjects, and that it has its strong as well as its weak points.

A goodly number of students who have taken the course, however, have testified to the advantages of the method in a way which seems to justify several conclusions presented in the following paragraphs.

Since textbooks do not treat all subjects with equal fullness and clarity, it is often possible to find a much superior treatment of a given subject in a book which may be quite deficient in its account of another subject. Also, there are times when it is very helpful to read two textbooks, for a second book may give details which clear up the misunderstanding remaining from a reading of the first book, and another reading will also reinforce the memory.

Authors vary in their conclusions and points of view on disputed topics. To read different accounts of this type stimulates the critical faculties and weakens the sheer authority of the printed page.

The tendency to memorize the textbook and repeat it to the instructor as well as the tendency merely to follow the beaten path set by one book through the subject, passively accepting the author's organization, are both limited. One of the arguments for a single textbook is that it enables all students to know the same facts and thus secures unity in the classroom. Let us grant at once that unity is necessary, but let us question the desirability of a unity which comes from students all knowing the same facts. Certain facts are inevitably learned by rote by all, but instead of emphasizing this, the goal is to see that each student has a comprehensive *understanding* of the main subject for the day and builds it into a unity with others as the course proceeds. There are millions of specific facts about any daily subject which would give this understanding, but the student's time is limited and he cannot memorize or even read them all. And since his power of memory is also limited he cannot hope to remember them all. However, if he knows representative facts which are typical of the various angles of the subject in question, he can understand the *significance* of the subject even though he may not know the same facts which his classmates know. It is the significance rather than the details which most students may hope to retain and utilize in later life. It is the capacity to organize details into a synthesis having meaning which is most important, and the student is constantly confronted with this problem when he has no single textbook to do it for him. By extricating himself from a state of confusion, the student becomes more self-reliant. Moreover, he can always sit down with a single textbook and go through it whenever he wishes.

Again, it keeps students alert to hear facts mentioned by their classmates in recitation which they have not read, but which they can fit in alongside those

which they have read. Frequently, too, one student will make a statement which will straightway be challenged by another who reports the point of view of a different author. Again a single student may point out a conflict of statement between two authors. This helps the student to search for facts which explain something rather than to gather facts which are merely to be learned and kept in a vacuum. It greatly weakens the tendency to present material in little capsules all ready to be swallowed, and it puts the student largely on his own responsibility when it comes to finding such elementary facts as have meaning to him, compelling him to organize them for himself. It makes it easier for the instructor to devote more time to helping the student to see what it is all about, and less to pure drill. It facilitates the giving of a type of examination which calls for an understanding of trends and relationships, rather than minute questions on facts soon to be forgotten.

The plan of presentation described above largely solves the collateral reading problem. It is no longer necessary to search for means of checking up on the student to determine whether he has read what has been assigned beyond the textbook. He reveals the extent of his reading daily in the class room and at examination time. The reading is less outside and apart from the course, and more definitely "inside reading", intimately connected with the work of each day. Since the questions often send him to special works and sources as well as to textbooks, he becomes acquainted with a larger number of books than in any other way. He knows that to neglect a single day's work may cause him embarrassment, since the questions are subject to daily discussion and written quizzes.

It is clear that such a method could not be used if each student had to pro-

vide himself with all the books which are needed. Instead, each pays a reading fee which is used to purchase enough duplicate copies of all the more important books so that the whole class can be asked to read from any one of them on the same day. These are kept on the reserve shelf in the library. In order to relieve the pressure on the reserved books, and also in order to stimulate students to begin to develop a library of their own, they are urged to buy some of the books and an historical atlas individually, and most of them do so.

In addition to the matters concerning method of presentation already mentioned, certain others may be briefly described. Notebooks are required at the beginning of the year and checked over a time or two during the first two months. After that time, if the student has found his notebook to be a waste of time, he is permitted to abandon it. Most students find it sufficiently valuable to keep it up of their own accord, though many would not have begun had it not been required at the first of the year. No special form is prescribed, but each student is expected to use his ingenuity, and, with the aid of a few suggestions, to produce a notebook which will be a useful instrument to him as an individual. He is encouraged to make it a depository for all of his most essential findings, and to organize them into what he feels to be a unity which may serve as a substitute for a textbook, so that in a sense, he is creating his own textbook. Some emphasis is placed on how to construct a logical, concise outline. It is surprising how few students can make such an outline of a chapter, say, in G. B. Adams, *Civilization during the Middle Ages*. Inability to outline is usually a sure indication of inability to read, analyze, think logically, and discriminate between essentials and nonessentials. Much the same purpose is served by written abstracts of chapters

from various books. To say in a hundred words all that an author has said in two or three thousand words may require even some intellectual gymnastics not involved in outlining.

Mention has already been made of questions on assignment sheets which require the student to read and analyze source material. Along with material from the usual source books, some original works of writers of specific historic importance are emphasized. For example, after studying the seventeenth and eighteenth centuries from the usual secondary accounts, a list of available writings by Milton, Locke, Adam Smith, Rousseau, Voltaire, and others is provided. Perhaps one or two days will be given for a reading period without any meeting of the class, at the end of which students must present themselves for an examination upon one or two of the titles, and hand in their own original reaction to the reading, or hand in answers to specific questions which may have been given out upon the various works.

Short reviews of special secondary works may be brought in during the year. Upon one occasion, the class was told at the beginning of the work on the eighteenth century, that by the time 1815 was reached, they were to hand in brief reviews of six special works dealing mainly with that period. Students were to select their books and the reviews were to show that they had gotten "on speaking terms" with them by finding the qualifications of the author, and discovering the point of view and scope of the book as revealed in the table of contents, preface, introduction, conclusion, and a sampling of the book itself. After completing this amateur survey of the literature of the Revolutionary period, the class was asked to read the admirable survey made by Professor Gooch in his *History and Historians in the Nineteenth Century*, Chapter XIII, and to hand in

their own reaction to it. A considerable number sensed the weaknesses of their own work, remarking that they might have done much better if they had read Gooch first! This discovery, together with all that it taught concerning the intricacies and possibilities of scientific, critical scholarship, the fluctuations in historical interpretation, and the evaluation of books, made the exercise particularly valuable.

About a month before the end of the year, a comprehensive book is selected by the instructor, the announcement is made that it is to be read as a part of the review of the course, and that a question on the final examination will be devoted to it. Instructions on how to write a book review are given, and the class is told that those who are prepared to write a review of the book will have no difficulty with the question which will be asked. When used in this way, J. H. Randall, *The Making of the Modern Mind*, though difficult, has been widely praised by students for the way in which it has summed up and unified the course, as well as stimulated their thought.

At some time during the year, opportunity is given for the writing of a short essay which gives practice in the technique of writing as a foundation for the composition of more formidable papers in upper-class courses. A subject is chosen for which at least some source material is available, and the student is expected to gain some experience in searching for a bibliography. Usually the paper is done as a part of the study of some fairly large topic in the course. One or more days are given without any advanced assignment or meeting of the class so that the student may concentrate upon the paper and hand it in at once rather than to wait until the end of the semester. Thus the paper is associated intimately with the daily work of the course, and the use of sources adds the possibility of a certain

amount of creativeness on the part of the student. The paper on Bacon, cited above, is an example. It not only culminated a period of study on science and thought, but rested in part upon the writings of Bacon himself. Written instructions on the use of footnotes, methods of gathering data, and so on, are given at the time the assignment is made, and students are held strictly accountable for failure to follow them.

Relatively few map studies as such are given because experience has shown that there is a great deal of mechanical copying done in the preparation of such studies. Students completely dissociate places from historical facts connected with them if they are asked merely to locate a given list of places, even though they may be studying about the places at the time. This difficulty has been partially avoided by exercises such as the following: When studying the outcome of the Thirty Years War, students may be asked to locate on an outline map each place and territory mentioned in the text at the very moment they read about it. In spite of this, many students will merely copy down a list of the places which they encounter and locate them mechanically on the outline map at some later time, regarding it simply as an assigned task. It would probably be equally, if not more effective so far as securing the use of atlases and the development of a vital sense of geographical relationships are concerned, if questions requiring the study of the significance of geographical relationships are given out and followed up with quizzes and discussion in the class room. Questions such as the following have proven successful:

In view of the location of the territorial gains of Sweden, France, and Brandenburg, and of the territory retained in the Rhine valley by Spain, do you think the Peace of Westphalia was likely to make for permanent tranquility of Europe or remove all of the causes for the Thirty Years War?

The various special exercises mentioned, may be distributed through the year so that no two of them will fall on the class at any one time. It is necessary to vary them from year to year in order to secure original work from all students. It would be wholly impossible to give such a course without the use of assignment sheets. The preparation of these, of course, is a very onerous task, much appreciated by one's students, though not always as useful in gaining promotion as the writing of a book.

There can be no more vital part of any history course than a thorough review preparatory to the final examination, provided that it is creatively done and "cramming" avoided. However, in this course, little time is devoted to actual review discussions or lectures, for experience points conclusively to the facts, first, that students listen upon such occasions in the hope that they may get a hint as to what the final questions will be; second, that the most valuable type of review is that which is done by the student himself; and third, that most students will be able to conduct such a review only if they are made to understand the functions and importance of it and given specific directions to follow.¹

Student reactions concerning the orientation value of the course have already been summarized. The following opinions of the course in general, and of the method of presentation in particular are taken from the same source:

This is the most difficult course I have ever taken, and its difficulty probably has something to do with its value. The way in which the lessons were presented was valuable because there were definite questions as guides for the study and a list of references to be used. I became acquainted with different books and learned how to use different ones instead of just one textbook. This is the first course I have ever

¹W. P. Kissick, *The Study and Appreciation of History*. (Edwards Brothers, Ann Arbor, 1929.) Chapter VI, provides such directions.

had in which this was necessary and I think it has been valuable. It is a course which requires study and thought. I think learning of source material was valuable to me as well as interesting. I had never used source books before and I am glad that I have learned to . . . The course has given me some new slants on subjects . . . The entire course presents a panorama of how our civilization evolved from past ages and past peoples, giving what each . . . contributed along the way . . . It has shown me that there are two sides to every controversy and I think I will be more apt to be on the lookout for both sides.

It has taught me, above all, how to study.

It has helped me to learn to 'chop wood daily.'

This course has opened to me the realization that history is really the story of mankind from its beginning and not merely since the late middle ages.

The thing which has been most valuable to me is the realization I got that everything links up like a chain. Most of our present-day institutions and social order can be traced back into the middle ages and even farther.

Especially valuable information to me has been the fact that our earth and civilization has been rooted deep in the past and not existed only with the past 6000 years as I have always been taught. The reading of many types of books for preparation has certainly been an educational experience of vast importance in that I received various viewpoints of men, and tried, to the best of my ability, to select the opinions and evidence which seemed most reliable and authentic. I can more easily understand the affairs of today as I find them in the newspapers.

Perhaps the best thing that this course has done for me is that it has inspired me to read more history on my own.

This course has been of great value to me because it has laid a foundation for further historical work; it has given me an opportunity to see how the past is not gone, but is still outstanding and important to our modern world; this course has given me a chance to do a great amount of reading that I would not otherwise have done. This reading has stimulated me to draw my own conclusions and make my own ideas with regard to the affairs and problems which confront us today . . . This course has made me even more determined to make the study of Social Science my life work.

Not only has it been an aid in promoting my knowledge and appreciation of the History of Civilization itself, but also in teaching me methods, how to study, how to get all I can

from a given number of pages in a short length of time . . . And I have prepared daily assignments, another thing which I had not formerly learned to do. Also I learned the value of outlining and making charts . . . The course has enabled me to pick out the significant points from their mass of detail, and remember them . . . Probably the most important of all, it has given me the conception of *multiple causation*. Like most other people I have been guilty of the fallacy of blaming events on to one cause . . . Formerly I was, I must confess, rather prejudiced as regards religion and science . . . History of Civilization has made me more broadminded and better qualified to judge fairly . . . All in all the course has been hard but interesting, deep but significant, stimulating and truly enjoyable. [And this student rather disliked the course at first.]

Several pages of similar student evidence might be cited if space permitted. The reader must judge as to its conclusiveness. The writer is confident that it represents real experiences and honest opinions. He is convinced also that those who have failed and have not had these experiences would, in most cases, have failed a much simpler course.

One difficulty which may stand in the way of the successful operation of such a course is to be found in the amount of credit which it receives. Some faculty members may fail to appreciate the values which their own major students may gain from it, or that it is attempting to do the work of three or four courses normally having from eighteen to twenty-four hours credit. When several departments are anxious to corral as many freshmen and sophomores as possible for their own work and insist that no department offer more than a three hour course running through the year, thus totalling six semester hours, then the values of the history of civilization course will be seriously interfered with, and the difficulties for students and instructors alike increased. Eight, or preferably, ten hours credit are absolutely essential if the course is not to be unduly thin and sketchy, and if it is to accomplish its pur-

poses without putting unreasonable pressure upon students, causing them to neglect their other courses. Cooperation in the interest of a large and common purpose is the only solution for this difficulty.

Another difficulty may be found with the instructor in charge of the course. If his colleagues are freely to trust him with the orientation problem, he must have had a broad experience and acquaintance with the whole field of the social sciences, and a deep sympathy with the point of view and needs of all of them. His conception of history, and of education itself must be more adequate than is sometimes found, and he can do much better work if he is somewhat familiar with the languages and natural sciences. It goes without saying that unbounded enthusiasm on the part of the instructor is necessary for the success of the venture, as is also a willingness to do a larger amount of work than is usually done in giving introductory courses. The problem of securing cooperation between two or

more instructors who may be teaching different sections of the course is no greater with this course than with any other orientation course, and in most cases it should be less.

Every instructor must adapt his method of presentation to his own personality. The plan which has been described may not be adaptable by all college teachers. On the basis of his own experience, however, the writer is convinced (1) that this method can be used to secure superior results by many instructors, not only in history courses such as described, but in a number of other subjects, particularly in under-class courses, and (2) that the application of this method of presentation to the history of civilization with the scope and emphasis described, will, if properly taught, make a course which will be a distinct contribution not only to the problem of a departmental foundation course in history, but also to the larger orientation problem.

THE ASSOCIATION'S VIEWS ON ENGLISH

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SINCE about 1917 the North Central Association's Commission on Unit Courses and Curricula has been working to bring about reforms in the subject matter provided for secondary schools. The Commission has been particularly active during the past ten years and has published many of its outlines and recommendations in the *NORTH CENTRAL ASSOCIATION QUARTERLY*. Recently a committee has been busy re-editing these reports and is about to present the revised materials in book form.

However, the Association has also dealt with curriculum proposals through the operation of other agencies of its creation. More especially has it interested itself in the subject of English. Indeed almost from the outset of its history, it has been discussing problems relating to this branch of study. It therefore seems appropriate to review these earlier actions at this time and to relate the work of the supplementary agencies to the work of the Commission on Unit Courses and Curricula.

It was in 1898, at the time of the third annual meeting of the Association, that the question of standards relating to the organization and teaching of English first made its appearance before that body. The chief point at issue was an "open" book list versus a "closed" book list for the guidance of high schools. At that time, the so-called Conference on Uniform Entrance Requirements in English was all-powerful and was setting standards which most colleges (and hence high schools) felt bound to follow. Some members of the North Central Association opposed these regulations. In conse-

quence, in the year mentioned (1898) the whole subject was thrown into the hopper for Association consideration. As the topic was presented by the program committee it took the form of a resolution which read as follows:

Resolved, That, in view of the unsatisfactory results now being obtained by the teaching of English, a proper knowledge of which is fundamental to all sound training in public education, it is the opinion of this association that the present so-called uniform English requirements tend to foster short, cram-courses and the study of literature under premature and immature instructors, at the expense of drill in the forms of expression; that the narrow prescribed list of books is irksome alike to teacher and pupil; and that this association therefore declares its belief in an open list of books for reading and study; in extensive and intensive study of composition, rhetoric, and grammar; and in the thorough study of English through all the years of the preparatory course and the first two years in college as a prescribed study, to be taught with the same thoroughness as is Latin or Greek.¹

This resolution was discussed at length. Some excerpts follow.

Dean C. H. Thurber,² Morgan Park Academy: "If we take up the ordinary high school curriculum, with a view to ascertaining how and why the several subjects come to have their place there we shall find that they speak a various language. It is often easier to explain *how* than *why*. The determining feature in the past has been pretty largely the dogma of formal discipline. The determining principle of the future will doubtless be that of utility. Truth for truth's sake, learning for learning's sake, are obsolescent shibboleths. Just now, how-

¹N.C.A. *Proceedings*, 1898, p. vii.

²*Ibid.*, p. 32 ff.

ever, our curriculum is the resultant of strife between these two principles, a strife which is frequently illustrated in a single subject, as is the case with English. . . .

"If you pick up at random from all over the country, a hundred college catalogues, you will find the statements of the English requirements identical in at least seventy-five out of the hundred, probably in the whole hundred. The great council of the English doctors has been assembled, and there has been formulated a confession of English faith. . . . I would not be understood for a moment as minimizing the good that they have done, nor as criticizing the admirable work of the committee that has prepared them—only, I think, we have attached more importance to that work than it was ever intended to possess. . . .

"The most striking fact of the nineteenth century is the rise of great nations. Hand in hand with this development of political power has grown the spirit of nationality, and as a consequence, in every civilized country, there has been, within a very few years, a great increase in the interest paid to the teaching and study of the vernacular. . . .

"But the task is an exceedingly difficult one, though it is generally believed to be easy. It is difficult largely for the very reason that it is believed to be easy."

Professor Joseph V. Denney,¹ Ohio State University: "Some schools may have outgrown the uniform requirements in English, doubtless some schools never needed them at all. . . .

"I am not in favor of dispensing with these requirements, even though the selection of books to be read has not always been the wisest. We need these requirements or something like them for the schools that are not yet giving sufficient attention to English. The requirements have not fostered short cram courses, as

this resolution charges. They have in many cases opened the way for a considerable amount of English work where there was little before. . . .

"It is desirable that the colleges and secondary schools should come to an agreement as to the meaning of the present minimum requirements in English. . . .

"I believe that it will be best for the schools and best for the colleges to make a fair proficiency in composition the leading aim of the minimum requirement in English. Let the classics prescribed be used with this one thing in view, to encourage written and oral expression, to afford a large amount of practice under sparing criticism, until good habits of expression are secured. The common way of treating the prescribed books is not calculated either to foster a love of reading or to help the pupil to power in composition. We begin all too soon the intensive study of literature; we begin our minute, word by word, examination of these books before we have created an interest in the story or the message which they convey."

Principal Shattuck O. Hartwell,² Kalamazoo High School: "That which we must seek to train is power, and I think that when we can send to the colleges people who have a power in English and a strength of use of their own language we shall not have much dissatisfaction on their part with the details of preparation."

Professor J. Scott Clark,³ Northwestern University: "For fifteen years I have been testing the kind of English presented by Freshmen. Now there is an old book which says: 'By their fruits ye shall know them.' What are the fruits of this system as it exists? Well, I will tell you what I have found them to be, and I think other college instructors find them the same.

¹*Ibid.*, p. 42 ff.

²*Ibid.*, p. 47 ff.

³*Ibid.*, p. 57 ff.

"In the first place, the student coming to college doesn't know how to spell. One-half of the students misspell at least 50 per cent of common words. . . .

"In the second place students coming to us don't know how to punctuate or capitalize. Forty-five out of fifty don't know the meaning of a paragraph at all."

Professor F. N. Scott,¹ University of Michigan: "If Mr. Hartwell will permit me, I should like to make a brief but emphatic protest against an idea which I understood him to advance. . . .

"I understood him to bring forward this antithesis in regard to the relation of composition to literature: He spoke, if I understood him, as if literature were a thoroughly concrete study, and as if composition were a thoroughly formal study. That is an antithesis which I think has been frequently brought forward in teachers' meetings. It seems to me a most pernicious one, one which misrepresents the relation between these two subjects, and one which has had a harmful influence on the teaching of composition. Once let the teacher get into his mind the idea that literature is a concrete study, and therefore an interesting and attractive study, and the idea that composition is a formal study, and therefore an abstract and formal and dry and juiceless subject, and what does that teacher want to do? He wants to get out of the desert of composition. He wants to get over the wall into the delightful field of literature. The result is that the subject of composition is neglected, not to say hated. For my part, I don't believe a word of this antithesis. I believe composition is precisely as concrete as literature, and can be made as interesting to the student as literature, providing it is taught in the proper way by those who understand it.

"One thing I think has fostered this notion, perhaps has been responsible for it, and that is the connection that has

been established between literature and composition in the schools. In many of the schools where literature and composition are given all the time that can be allotted to them, it is necessary, so the teacher or principal thinks, to economize time by asking the students to write about literature, in fact, in many schools students write about nothing else, so far as I can make out. Now it is difficult for high-school pupils to write about literature. The subjects involved are some of the most difficult that can be set before an adult. The distinctions are hard to grasp, the thoughts are hard to disentangle. The result in many cases is that the pupil acquires a distaste for all composition. He feels that on one side is literature, full of life and enjoyment, and on the other side composition, which is hard and dry and dull."

Assistant Superintendent A. F. Nightingale:² "I am strongly in favor of the so-called open lists of reading for our high schools. I mean of course open lists with certain restrictions. I never could see why it was particularly proper to read Pope's *Iliad* for admission to colleges in 1899 and then drop it and take Milton for 1900 and something else for 1901. Teachers of our secondary schools have to keep track of these things. I see no reason why those that are good for 1899 are not also good for 1901 or 1905. And therefore I would have an open list containing about five times as many books as the pupils would be expected to read and about five times as many as they are expected to study in class, and make that list good for five or ten years, and then schools could select from them; and the bugbear of examination, it seems to me, is the principal objection to it."

Professor O. F. Emerson,³ Western Reserve University: "Our resolution is very comprehensive and very complicated. In

²*Ibid.*, p. 62.

³*Ibid.*, p. 66 ff.

¹*Ibid.*, p. 60 ff.

the first part the uniform entrance requirements are arraigned on four specific grounds, while there is a fifth arraignment implied in the first clause. In the second part of the resolution there are three provisions by which we may get rid of present defects in English teaching. Now I do not believe that a single one of the five charges against the English requirements can be proved to be due to the list of books prescribed. . . .

"Nor are cram courses the result of prescribing a uniform list of books. . . .

"Still further, the irksomeness to teacher and pupil which is mentioned in the resolution is not a necessary result of the prescribed list of books. There is nothing to hinder the use of additional books of a varied character if the schools desire. The so-called narrow list is merely an examination list at best. And this brings me to note a vital point in connection with this whole discussion. We have in this country two conditions with respect to college entrance requirements in English. In the East, the colleges require an examination for entrance. In the West, colleges very generally accept students on certificates from the secondary schools. To meet their requirements the eastern colleges have proposed a list of books on which an examination, fair to all, may be based. This is, of course, eminently proper. On the other hand, to meet the requirements of the western colleges, entire uniformity in secondary school work is not necessary. Indeed, each school might select its own books for reading and study without materially affecting the status of its students in western colleges. But at the same time western schools must be prepared to fit students for eastern colleges when called upon to do so. There is good reason, therefore, for a compromise on this question."

President R. H. Jesse,¹ University of Missouri: "I want to say a word about

this opening sentence. I am in hearty sympathy with the teaching of English literature by teachers that from the heart live it, but may heaven keep far distant the day when our secondary schools are to be launched into extensive and intensive study of literature, of rhetoric, and of grammar."

Professor T. C. Chamberlin,² University of Chicago: "If it be true that a large percentage of our children, after having spent much time in trying to learn to spell, fail to do so, I am prompted to raise the question whether the fault is with the children or with the teachers, or whether it may not be with the spelling itself. . . .

"I beg to inquire whether the same question may not be raised in reference to the English language itself. If it is so difficult for us to learn our own language, I wonder if the difficulties are not with the tongue itself, and if the remedy does not lie in studying the defects of the language and lending our efforts towards its improvement. . . .

"Let it be our first effort as educators to see that the language does grow. It would seem, however, that the educational efforts of the last century have been chiefly directed toward preventing its growth. Many of its elements that should have been sloughed off and would doubtless naturally have been eliminated if it had been left free, we still strenuously retain. We are still bringing to bear the full power of educational and public sentiment to force upon our students the retention of these objectionable elements as though they were an imperative obligation, instead of teaching them in the language of truth that they are simply an unfortunate inheritance which should be accepted only under protest and should be removed as soon as possible. I feel sure an inspection would show that many of the alleged deficiencies in the use of

¹*Ibid.*, p. 68.

²*Ibid.*, p. 70 ff.

English that are so much deprecated arise from these very defects that should have been eliminated from the language. I therefore urge that our efforts be directed to the removal of these and that this should replace the obstinate continuance of our heartless and harmful attempts to whip our children into subjection to them."

In 1900 the Association again turned its attention to the subject of English teaching. In that year two papers were read before the body, the general theme being, "Defects in the Teaching of the English Language." In 1901 the theme was again played upon in an address entitled, "College Entrance Requirements in English." Dissatisfaction with existing conditions seems to have been the key note of all these discussions.

Meanwhile the Association itself was undergoing a change of purpose and of policies. Up to this time, as stated previously in this paper, the Association had operated almost solely as a conference, without attempting to put its expressed views into direct effect. Now, however, there began to be demands for making the Association a standardizing agency and to seek to enforce its judgments by means of an accrediting system and a publicity campaign. Dean S. A. Forbes of the University of Illinois started the ball rapidly rolling with a paper entitled, "The Desirability of so Federating the North Central Colleges and Universities as to Secure Essentially Uniform, or at least Equivalent, Entrance Requirements."¹ This paper was read before the Association in 1901. Immediately, a committee was appointed to consider the proposals of Dean Forbes and out of the later (in 1902) deliberations developed a Commission on Accredited Schools. This Commission in turn organized itself into four sub-committees as follows: (1)

Executive Committee, (2) Committee on Unit Courses of Study, (3) Committee on High School Inspection, and (4) Committee on College Credit for High School Work.²

This same year, 1902, the Committee on Unit Courses brought in a report defining a unit course of study and outlining in brief detail what acceptable units for college admission would be. Respecting the subject of English the Committee recommended (and the Commission and the Association adopted) the following principles (somewhat abbreviated here):

"The three units in English should cover the following subjects: (a) grammar, (b) reading, (c) composition, and (d) rhetoric." In elaborating on each of these requirements the Commission declared that (respecting grammar) "the student should have a sufficient knowledge of English grammar to enable him, at need, to point out the syntactical structure of any sentence which he encounters in the prescribed reading. He should also be able to state intelligently the leading grammatical principles when he is called upon to do so"; that (respecting reading) "the books prescribed by the Joint Committee on Uniform Entrance Requirements in English form the basis for this part of the work . . . but it is important to understand that the list (of ten) is prescribed neither as a maximum nor as a minimum requirement"; that (respecting composition) "regular and persistent training in both written and oral composition should be given throughout the entire school course"; and that (respecting rhetoric) "it is expected that the student will be familiar with the essential principles of rhetoric."³

Respecting the reading lists to be used for the succeeding three years (1903, 1904, 1905) the report declares:

²*Proceedings*, 1902, Appendix, p. 6-7.

³*Report of the Commission on Accredited Schools*, 1902, p. 8 ff.

¹*Proceedings*, 1901, p. 11 ff.

I. BOOKS PRESCRIBED FOR READING—Shakespeare's *The Merchant of Venice* and *Julius Cæsar*; *The Sir Roger de Coverley Papers* in the *Spectator*; Goldsmith's *The Vicar of Wakefield*; Coleridge's *The Ancient Mariner*; Scott's *Ivanhoe*; Carlyle's *Essay on Burns*; Tennyson's *The Princess*; Lowell's *The Vision of Sir Launfal*; George Eliot's *Silas Marner*.

II. BOOKS PRESCRIBED FOR STUDY AND PRACTICE—Shakespeare's *Macbeth*; Milton's *Lycidas*, *Comus*, *L'Allegro*, and *Il Penseroso*; Burke's *Speech on Conciliation with America*; Macaulay's *Essays on Milton and Addison*.

In 1910 the Association, on the recommendation of its Commission on Accredited Schools and Colleges again adopted outlines defining unit courses in a number of particular subjects, among which was an outline for English.¹ The first part of this outline reads as follows: "Preparation in English has two main objects: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence, and appreciation.

"The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, paragraphs, and the different kinds of whole composition, including letter-writing, should be thoroughly mastered; and practice in composition, oral as well as written, should extend throughout the secondary school period. Written exercises may well comprise narration, description, and easy exposition and argument based upon simple outlines. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from his reading in literature. Finally, special in-

struction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in his recitations and various exercises, whether oral or written.

"The second object is sought by means of two lists of books, headed respectively *reading* and *study*, from which may be framed a progressive course in literature covering four years. In connection with both lists, the student should be trained in reading aloud and be encouraged to commit to memory some of the more notable passages both in verse and in prose. As an aid to literary appreciation, he is further advised to acquaint himself with the most important facts in the lives of the authors whose works he reads and with their place in literary history."

Under the head of reading the Association listed, by titles, forty specific literary selections or groups of selections classified under six divisions. All students entering college were required to have read ten books selected from these lists, the prescriptions calling for one or two selections from each of the six groups.

The lists were changed slightly for the year 1912 and again somewhat more liberally for the years 1913, 1914, and 1915.

In addition to the books prescribed for "reading" a list of literary works was given that called for more thorough "study"—"with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of illusions. For this close reading are provided a play, a group of poems, an oration, and an essay."² The list contains such works as Shakespeare's *Macbeth*; Milton's "Lycidas," "Comus," "L'Allegro," and "Il Penseroso"; Burke's "Speech on Conciliation with America"; Washington's "Farewell Ad-

¹Report of the Commission on Accredited Schools and Colleges, 1910, p. 15.

²Report of the Commission on Accredited Schools and Colleges, 1910, p. 15.

dress"; Webster's "First Bunker Hill Oration;" Macaulay's *Life of Johnson*; and Carlyle's *Essay on Burns*.

In 1916 the Constitution of the North Central Association was completely revised, one new feature being the creation of a Commission on Unit Courses and Curricula. Immediately this Commission started on a campaign of curricular reforms, and English naturally came in for much consideration by it. In 1918, the Commission secured the adoption by the Association of the following recommendations:

1. That "there should be a constant effort to relate the work in composition with the pupil's experience and interest, both in and out of the school."

2. That "smaller classes in English, especially in the earlier years of the high school [should be encouraged because] . . . training in composition must always be a matter of individual treatment."

3. That "current literature, that is, modern books and periodicals, [should] come in for more attention in classes in English."

4. That "oral expression, including oral composition and reading [should] find a larger place than now in most of the schools."

Two years later, in 1920, the Commission began its serious attack upon curriculum reconstruction, taking for its basic principles the following:

1. That "A six year program should be the minimum program of a standard high school . . . and that six years should be regarded as a single unit for the construction of a curriculum."

2. That "there is necessity for modification of subject matter in this six year program."

3. That "In the selection and organization of subject matter there are two fundamental considerations: (1) that requiring certain subjects and certain types of subject matter of all high school students will be continued [and] (2) that . . . the needs of different groups of pupils [and of] individual differences" will be provided for.

By the year 1921 the Commission had come to see that its task of curriculum reconstruction really divided itself into three main subdivisions; namely, (1) the determining educational objectives, (2)

the selection and adaptation of material, and (3) organization and administration.

In speaking of the first division the Commission said: "It seems desirable to your Committee to consider the aims or goals of Secondary Education under two heads: first the ultimate goals toward which all our educational endeavor is directed; and second, the more specific aims which serve directly as guides in the selection of subject matter and in determining emphasis and neglect in teaching . . . The final results of teaching and learning . . . we now quite generally agree should be conceived in terms of *dispositions and abilities*."¹

The Committee then formulated what has since come to be widely recognized as the North Central Association *pattern* of curriculum organization, as follows:

I. THE ULTIMATE AIMS

1. To maintain health and physical fitness.
2. To use leisure time in right ways.
3. To engage successfully in vocational activities.
4. To sustain successfully certain definite social relationships such as civic, domestic, community, and the like.

II. THE IMMEDIATE AIMS

1. To acquire fruitful knowledge.
 - a. Preparatory to acquiring other knowledge,
 - b. Functioning directly in developing dispositions and in discovering and developing abilities, and
 - d. Useful in the control of life situations.
2. Developing attitudes, interests, motives, ideals and appreciations.
3. Developing definite techniques in memory, judgment, imagination, and the like.
4. Acquiring right habits and useful skills.

With these objectives formulated the Commission addressed itself to defining school units on the two commonly recognized bases, namely: (1) the *qualitative* basis which seeks to answer the question, "What kinds of material shall be taught?" and (2) the *quantitative* basis which con-

¹*Proceedings*, 1921, p. 43.

siders similarly the question, "How much of a given body of material shall be taught?" Until about the year 1927 the first query guided the work of the Commission almost entirely; after that year the second aspect of the problem was considered but never assumed coordinate attention with the qualitative problem.

In its attempts to define school units *qualitatively* the Commission undertook to suggest suitable curricular materials for each year's work in each subject usually taught in the secondary school and to do this under the various headings set forth in the statement of objectives. For convenience the four ultimate objectives were usually simplified to read: *health objective*, *leisure-time objective*, *vocational objective*, and *social objective*. The subject of English was naturally one of the first divisions of the program of studies to be dealt with in the manner indicated. In 1924 therefore the Commission brought out a skeleton-like outline of suggestions for grades 7, 8, and 9. This outline was reproduced in full in the newly edited compendium on curriculum materials issued by the Association and is omitted here. Briefly, it may be said, it sought to furnish illustrative material organized in the form of the Committee's pattern mentioned above.

In order to guide the further procedures of the Commission it was felt that a survey of the work that was actually being done in the Secondary Schools of the North Central Association would be desirable. The report of this survey was made in March 1926. It gave the results of a questionnaire study sent to 500 representative schools, although usable replies were received from only 168 of them. From the returns made the following were thought to be conditions which commonly prevailed at that time.

1. *Regarding literature.* This subject occupied something under 33 per cent of the time allotted to English in the seventh grade but gradually increased in importance up to something like

60 per cent or 75 per cent in the twelfth grade.

2. *Regarding language.* This study commanded something under 25 per cent of the English time allotments in the seventh grade, increased its hold slightly in grades eight, and nine and ten, and then gradually receded in its importance in grades eleven and twelve.

3. *Regarding oral composition.* This division of English had a firm hold in the seventh, eighth, and ninth grades but almost completely disappeared in the upper three grades of the secondary school.

4. *Regarding argumentation and library instruction.* This branch of English instruction had relatively slight importance anywhere in the six secondary school grades but was not wholly omitted in any of them.

In a second division of the questionnaires school authorities were given the opportunity to express their judgments as to what they thought were the specific weaknesses and the specific elements of strength possessed by students at various levels of their school work. The more conspicuous of them are as follows:

I. OUTSTANDING WEAKNESS OF PUPILS

1. On entering the seventh grade: inability to spell, punctuate, and understand sentence structure; 35 of the 65 replying.

2. On entering the ninth grade: the mechanics of English in grammar, parts of speech, sentence structure, sentence sense, penmanship, spelling, punctuation; 97 of the 128 replying.

3. On entering college:¹ ungrammatical forms, 41; incorrect spelling, 38; slovenly diction, 28; unfamiliarity with standard literature, 27; ineffective rhetoric, 26; illegible handwriting, 8; lack of interest in English, 8; stilted or unnatural expression, 6; faulty punctuation and sentence structure, 4; little sound critical foundation, 1; lack of expressional restraint, 1. Total number of replies, 188.

II. OUTSTANDING ELEMENTS OF STRENGTH

1. On entering seventh grade: oral composition, 13; power of interpreting English, 7; interest in books, 5. Total number of replies, 34.

2. On entering ninth grade: initiative and imagination, 10; appreciation of literature, 7; reading background, 7; ability in oral expression, 6; dramatic ability, 3. In all, 40 replies.

3. On entering college: no excellencies, 15;

¹The figures represent the number of answers given.

interest in the work and willingness to learn, 14; good oral expression, 5. Total number of replies, 53.

It is unnecessary here to follow the work of this Commission further. As stated, its recent specific recommendations can be read in its re-edited publication just off the press.

Closely related to the work of the Commission's Committee on Standards for the Revision of the High School Curriculum have been the investigations of a committee on College Entrance Requirements in English. This committee began its work in 1922, under the chairmanship of E. L. Miller of Detroit. In 1929 it obtained judgments from some 1200 high school teachers of English in respect to certain more or less controversial questions bearing upon the subject. One year later (in 1930) the committee represented these formulations with many practical suggestions relating to their applications. These formulations may be summarized as follows, namely:

1. *That high school courses in English should be organized primarily with reference to basic personal and social needs;*

2. *That the two phases of English (language-composition and literature-reading) involve radically different pedagogical methods and hence should be separated in the course of study.*

The separation suggested is for administrative reasons. When composition and literature are mixed, the usual result is that neither is well-taught and sometimes that composition is not taught at all.

Composition and literature belong on different levels. Pupils can read Shakespeare, but nobody can write like him. Hence the literary materials which are suitable for reading do not supply suitable models for composition. A mixed class is like a mixed train. It is slow. It is wasteful of time. It lacks that unity of purpose

which is essential to success. A class in which composition and literature are segregated has in contrast the speed of a limited express.

3. *That in the junior high school grades, units of work in literature and composition should be correlated in the same semester according to the block system; in the senior high school grades literature may be used in all composition classes in order to aid effective expression through the use of the literary models;*

4. *That the aim of teaching oral and written composition is to give the learner the power to communicate his ideas to others. Consequently, the subject-matter used in teaching these divisions should be the whole body of the pupils' ideas, emotions, and aspirations.*

Patterns of class activity should thus be as varied as the situations demanding oral or written expression.

Below are listed a number of functional centers of expression; i.e., types of actual situations calling for speaking or writing in which the pupil is sure to find himself in or out of school and which suggest the diversity of activity patterns possible in the study of oral or written composition. The laboratory or project method will make possible most of the unusual items on these lists, either through class or committee conferences for planning activities, or during group work in carrying them out.

SCHOOL SITUATIONS DEMANDING ORAL EXPRESSION

- Making announcements.
- Selling tickets to plays and selling subscriptions to school publications.
- Making talks for the charity drive or other patriotic occasions.
- Making motions in a meeting.
- Taking part in discussion at a meeting.
- Speaking in favor of a candidate.
- Presiding at a meeting.
- Participating in a committee conference or being chairman of same.
- Making committee reports.

Interviewing school officers to secure a favor.
 Asking advice of teacher or principal.
 Delivering messages.
 Telling in one or two sentences the gist of a book, chapter, or article read, or of a play or movie seen.
 Telling the class of an interesting story one has read or heard.
 Giving reports of information collected through reading, interview, or experience.
 Explaining pictures shown to illustrate some point of interest.
 Explaining other types of exhibit.
 Conducting a group or class discussion.
 Exchanging opinion in same.
 Taking part in debates and informal arguments.
 Reading aloud poems or other material one wishes to quote or share enjoyment of.
 Reading aloud one's own papers.
 Reading aloud the work of one's classmates.
 Offering friendly suggestions for improving classmates' work.
 Explaining class work and school to visitors.

LIFE SITUATIONS DEMANDING ORAL EXPRESSION

Giving instructions as to how to do or make something.
 Explaining games and directing them.
 Directing strangers to places, etc.
 Giving orders to subordinates.
 Giving business orders for groceries, drugs, taxis, etc.
 Making a sale.
 Teaching a class, as at Sunday school.
 Interviewing persons to secure information.
 Arguing disputed questions particularly political, social, or economic.
 Recommending book, magazine, article, play, or movie.
 Making speeches for special occasions.
 Social conversation.
 Reporting facts or news clearly.
 Discussing hobbies, recreations, or the news of the day.
 Describing and sizing up people.
 Answering the telephone.
 Answering the door bell.
 Making social calls.
 Introducing and being introduced.
 Offering congratulations, sympathy, or apologies.
 Telling anecdotes and jokes.
 Telling stories to little children.

SCHOOL SITUATIONS DEMANDING WRITTEN EXPRESSION

Writing notices and announcements.
 Preparing publicity for school affairs.

Wording posters.
 Writing slogans.
 Getting up a program.
 Writing up committee reports.
 Writing minutes of meetings.
 Editing a school or class paper.
 Writing editorials, letters, jokes, stories, or articles for same.
 Getting up bulletin board displays.
 Investigating, gathering, organizing, and summarizing facts, including such writing as taking itemized notes on separate cards; making outlines for talks and papers; and writing papers based on such research.
 Making outlines in parallel columns to show related information.
 Making booklets, notebooks, and anthologies.
 Writing informatory reports.
 Writing reports of opinion.
 Making out unit assignments for class or group.
 Drawing up review questions.
 Phrasing test and examination questions.
 Taking written examinations.
 Dramatizing stories.
 Dramatizing dialog for puppet plays.
 Planning pageants.

LIFE SITUATIONS DEMANDING WRITTEN EXPRESSION

Formulating rules.
 Writing contracts or agreements.
 Preparing instructions for subordinates.
 Writing business orders and sales letters.
 Making a budget.
 Making notes and memoranda.
 Making laundry and shopping lists, etc.
 Writing telegrams.
 Writing letters of narration and gossip.
 Reporting lectures, concerts, plays, movies, etc., in letters.
 Writing invitations, acceptances, or regrets.
 Writing letters of thanks, congratulations, or condolence.
 Composing original rhymes for special occasions.

The functional idea in composition involves two things: first, the definition of the course in terms of *things to be done*; and, second, the organization of instruction around expressional activities common to social experience. The first item requires elimination (or radical subordination) of abstract, theoretical, or purely academic subject matter in favor of activities which are immediately purposeful. The second item goes further: it

requires a justification of composition activities in the light of the well-established doctrine of social need. "Where does this activity emerge in the pupil's present experience?" and "Where is it likely to emerge in the pupil's future experience?" are the questions that must be continually asked.

It is important to note that the functional idea of composition considers immediate needs as well as future needs. Thus composition training is projected into every department of school life. Correlation with other subjects becomes one method of making the course functional. Whatever pupils think, talk, and write about in connection with their various school subjects is natural content for composition. But the English activities of the classroom, though sometimes artificially evoked, will not differ greatly from the functional types of expression already mentioned. As the school becomes more and more an integrated social unit, the activities involved become the activities of out-of-school experience.

5. *That English teachers should take a deep interest in the writing and speaking of pupils in respect to ALL SUBJECTS and should therefore supervise the oral and written reports of pupils in all subjects.*

English is a set of habits; to get anywhere in good English, students must get everywhere in good English. It is not practical to expect teachers of other subjects to expend the same meticulous care upon expression that the teachers of English do. But it is clearly possible to attain a degree of attention somewhere between meticulous care and complete neglect, and this degree ought not to depend upon the individual teacher of other subjects but upon some common agreement and effort. Some suggestions gleaned from effective practice follow:

a. Stress excellent work in various sub-

jects by posting the best papers conspicuously on bulletins or in display cases. Excellent work in any subject must involve reasonable handling of content and presentable form. (Praising the good, rather than condemning the bad, is probably the more fruitful practice throughout.)

b. Students may be allowed or encouraged to submit excellent papers from other subjects, either in lieu of some written project in English or for additional credit.

c. Schools may set up very definite minimum standards for oral and written work in all subjects and make a co-operative effort to maintain them. The faculty should arrive at a simple list of the deficiencies of expression to be maintained everywhere. By way of suggestion, the following standards are proposed for all subjects:

ORAL WORK

a. Topical recitations, calling for thought and language units of effective length and organization, shall be encouraged. As far as it is practical, students shall take the floor for such work, and stand erect and free, facing the group.

b. All work shall be audible and distinct.

c. Sentence units and structural units shall be unmistakable. Thinking should not be obscured by grunts, nor by "why," "well," "and-a," "ah," etc. Please war upon the "and" between sentences.

d. The elimination of egregious and common errors is a school matter. List common errors for the English department's information, and give what time you can yourself to hunting them down relentlessly.

WRITTEN WORK

a. Written work shall include material vital to the subject, exclude irrelevant material, and indicate some form of or-

ganization easily grasped by the reader.

b. Thought units within the whole work shall be organized to be easily distinguished in the form of paragraphs, and transitions shall be managed so as to be clearly followed.

c. The use of incomplete sentences, or of *interminable* straggling compound sentences is an evidence of slovenly thinking which should be corrected in any subject.

d. Egregious errors or slovenliness in grammar, spelling, or format (margins, legibility, endorsements, etc.) should be discouraged in all subjects.

6. *That language-composition should be conceived of as a comprehensive term including several subjects, among them being oral expression, grammar, rhetoric, and written expression (which includes such formal elements as spelling, punctuation, and capitalization).*

Both oral and written composition follow substantially the same steps in organization, for both are addressed to an audience. Aristotle's convenient division of rhetoric as an art into (1) the speaker, (2) the audience, (3) the speech (the bringing of the speaker to bear on his audience), is helpful to the teacher of composition. The subject must include the speaker; it is his subject only if it interests and arouses him, impelling him to expression. He must adapt his subject and himself to his audience; what is his must become theirs. "The audience furnishes the point of view," says Aristotle.

Composition is a matter of ideas, of thinking; there is the desire to express in orderly sequence the material which so interests the speaker or writer. Interest in content outweighs any interest in form. The mind centers upon subject matter. The following cycle of processes may be profitably followed.

1. Choice and limitation of subject matter in view of audience-consciousness, and the available time.

2. Gathering of material. The writer is guided in this process by the limitation of his subject and by an understanding of the interests and the background of his audience.

3. Organization of material. Details must be arranged in harmony with the purpose of the composition, whether it be to entertain, to make information clear, or to convince.

4. Informal group discussion centering on the chosen material and its organization. The teacher may lead and stimulate vigorous critical analysis and encourage pupil self-appraisal on points one, two, and three. The strategic time for the teacher to offer help is during the period when the composition is in the making, and before it has "jelled" and taken final form.

5. Oral composition. This is the finished product in oral expression, to which the other four steps lead.

If the composition is to be written the following additional processes are recommended.

6. First or rough draft of the written composition. This should be prepared with the entire interest on subject matter. It is for the eye of the author only; no others should ever read it. In his absorption in the creative process, he may misspell, omit punctuation, abbreviate, or forget the niceties of grammar. And he should. Later his material can be dressed in conventional form.

7. Pupil self-appraisal. This should come several hours after the rough draft has been written and allowed to "cool."

8. Revision. Interest in form comes only after all these preliminaries in thinking and organization have been completed.

9. Presentation to the intended audience. While occasionally a student may write only for himself with no audience in mind, most school writing is for *use*. It is created for a definite purpose. The teacher must provide an audience. Compositions may be exchanged and read, the reader addressing his attention to material and organization, (never to technical matters of form), and writing an informal and friendly comment on the paper. The group may be divided into committees of five or six, each small group serving as audience to each composition. Later, selected compositions may be read to the entire group or club; it may be posted on the bulletin board or printed in the class or school publication. Students are likely to write with more interest if they know that their themes are shared within the group.

7. *That the aim of literature-reading instruction is to develop in pupils the power of understanding, feeling and appreciating the ideas, emotions, and aspirations of others. Consequently, the work touches all content subjects.*

What is it that reading does for us? In general, the answer is that it widens, deepens, and enriches our lives. It enables us to escape from the narrow boundaries of our own experiences. The average person lives only three score years and ten, and is restricted in his movements to a circle with a diameter of a few hundred miles; at most he is confined to mother earth plus the few thousand feet that the airship can attain. With books he can go back in thought millions of years to the time when this world was a fluid haze of light, or forward to the point when Time meets Eternity. He can put a girdle round the earth in 40 minutes, or can travel to the outmost verge of space among the stars. More important still, he can share the thoughts, hopes, emotions, and adventures of others. Like Odysseus, he can outwit one-eyed and one-idea-ed giants. He can share Robinson Crusoe's thrill at the sight of Friday's footprint. He can lead armies with Napoleon. He can enter Lincoln's log cabin.

8. *That the study of literature should create in pupils a desire to read and the habit of reading and the ability to select wisely and independently books for his own avocational and vocational reading. Hence, the English classroom should be provided with many books of many types.*

9. *That the course in literature may well be constructed to include various patterns—functional patterns for the junior high school; types of literature and historical patterns for the senior high school.*

10. *That individualization of instruction is of great importance. Hence pupils whose language habits are natively correct should be excused from certain drill*

lessons. Likewise, pupils whose reading habits are good should be permitted large freedom for independent literature study.

Individualized study can be attained in small as well as in large high schools. In general the method is to divide the material into units or projects, to outline these projects, to have them mimeographed, and to permit each pupil, with the aid of these mimeographed lessons (and of course the teacher), to proceed at his own rate of speed.

11. *That by the end of Grade VI pupils should be able: to express clearly and constructively, either in speech or writing, ideas which are familiar; to avoid gross grammatical errors; to compose and mail a letter; to spell their own vocabulary; to read silently and after one reading to reproduce the substance of a simple story, news item, or letter; to read aloud readily and intelligently simple news items, lessons from textbooks, or literature of such difficulty as "The Ride of Paul Revere" or Dickens's "Christmas Carol"; and to quote accurately and understandingly several short poems.*

12. *That the detailed course in English for the upper grades (VII–XII) should vary in accordance with the needs of different communities and of pupils of different levels of intelligence and experience.*

Building on the foregoing principles the Committee then formulated, in condensed outline form, a course of study for each of the six upper or secondary school grades. This outline can not be reproduced in its entirety here. The full discussion is found in the NORTH CENTRAL ASSOCIATION QUARTERLY for March, 1931. There are here given, however, the proposals for Grades VII, X, and XII.

GRADE VII

Composition. The materials for oral and written expression in Grade VII

should be derived from the children's play; their work in school and out; their direct observation of processes, scenes, objects and occupations; the books they read; and their imagination. The nature and spirit of written work most appropriate for this grade may be found in informal letter-writing and other functional forms of expression which draw their content from the sources named earlier in this paragraph. Formal compositions and themes assigned as such should be discouraged.

Minimum Essentials. To secure correctness there must be attained a mastery of certain fundamentals in the technique of language. In Grade VII there should be investigation of the language habits of all pupils so that instruction may begin at the proper level. The aim should be to master these topics: recognition of the parts of speech by function; subject and predicate, object, predicate noun and adjective; inflection of nouns and personal pronouns for number and case; the idea of tense; clauses and phrases as groups of words with the functions of single words; and necessary punctuation. Words used in all school subjects should be spelled correctly.

Reading. For the literature work of the junior high school grades, the general principle of organization should be some systematic interpretation of happy and successful living.

For the general reading for this and the following grades there should be provided a wide range of books, papers, and magazines dealing with wholesome living, worthy home membership, vocations, citizenship, the worthy use of leisure, and right conduct.

Poetry, fiction, science, art, ethics, civics, sociology, history, biography, and travel should be included, both new and classic, and can be included in the functional arrangement suggested above.

For class work in Grade VII some of

the shorter poems of Longfellow and Whittier, "Miles Standish," "Evangeline," "The Great Stone Face," "Rip Van Winkle," "The Legend of Sleepy Hollow," "Treasure Island," "The Gold Bug," "Stories of King Arthur," and the "Jungle Books" are of about the right grade of difficulty.

Periodical literature—both newspapers and magazines—may be used to advantage in the classroom to enrich the teaching of English.

Reputable newspapers may be used for the study of *editorials*, both content and formation; for the study of *important speeches* made by the president, by diplomats, by state officials, etc.; for the discussion of community problems which may be turned into composition projects.

Such periodicals as *The Atlantic*, *Harper's*, *Scribner's*, *World's Work*, *The Bookman*, *The Forum*, *The Golden Book*, etc., have from time to time excellent material through which an approach may be made to authors of another century. Articles too, can be found which will help English to become a less isolated subject. Scientific articles by such authors as William Beebe, Bernard Jaffe, Paul de Kruif; historical and political surveys; essays dealing with modern behaviorism and social problems by James Truslow Adams, Agnes Repplier, Mary Borden, Katherine Fullerton, Gerould; economic problems; first hand information of new discoveries; excellent stories and delightful poetry by twentieth century writers, ought to be utilized.

Through the periodicals it is possible to discover the individual tastes of students, and to encourage live interests. Reading habits and standards of taste are bound to improve if this material is used.

Two helpful guides to periodical literature, educationally sound, and focusing on material suitable for high school, are *The Magazine World* (a

monthly) and *Current Literature*—a weekly leaflet. Through the publishers of these study sheets, the monthly magazines themselves may be secured for classroom use at low cost.

In Grade VII the following modern books are recommended:

SCIENCE—Dhan Copal Mukerji, *Ghould the Hunter, Gay Neck*; Felix Salten, *Bambi*; James W. Schultz, *Bird Woman*; Dallas Lore Sharp, *Boy's Life of John Burroughs, Beyond the Pasture Bars, Face of the Fields*.

HISTORY—Helen Coale Crew, *The Trojan Boy*; William Stearns Davis, *A Friend of Caesar, A Victor of Salamis*; Rudyard Kipling, *Puck of Pook's Hill, Rewards and Fairies*; Mary Austin, *The Children Sing in the Far West*; Norman Duncan, *Adventures of Billy Topsail*; Hamlin Garland, *Boy Life in the Prairie*; Kipling, *Captains Courageous*; Lagerlof, *Wonderful Adventures of Nils*; Albert Payson Terhune, *Lad, a Dog, Luck of the Laird*; Hugh Walpole, *Jeremy and Hamlet*.

POETRY COLLECTIONS—Carhart and McGhee, *Magic Casements*; L. Untermeyer, *This Singing World*; John Masefield, *Salt Water Ballads*.

COLLECTIONS—Herman Hagedorn, *Book of Courage*; Virginia Lynch, *Magic Spear*.

GRADE X

Composition. To the work in composition Grade X brings a wide range of new school studies, social relations, and knowledge of the world's work and play. In the field of rhetoric it is the time to study the building of paragraphs, sentence manipulation (particularly clearness through connectives, the correct placing of modifiers, and unmistakable reference), conciseness, wordbuilding. Spelling and punctuation must not be forgotten. To the forms already used may now be added telegrams, news stories, editorials, advertisements, and the dramatization of situations. The products should be greater clearness and force in speech and writing, increased power of persuasion, ability to handle the simple problems of business correspondence, and the habit of using the newspaper rightly.

Reading. In the senior high school, literature should be studied from the literary and the historical points of view. In the tenth grade it is wise to consider American History as interpreted through American Literature. In case it seems advisable not to study American Literature in this grade, appropriate material will be found in the following. Poems: Lowell's "Vision of Sir Launfal," Tennyson's "Enoch Arden" and "Ulysses," Coleridge's "Ancient Mariner," Burns's Bannockburn," and Arnold's "Sohrab and Rustum." Plays: Shakespeare's *As You Like It*, Drinkwater's *Abraham Lincoln*. Fiction: Blackmore's *Lorna Doone*, George Eliot's *Silas Marner*, Dickens's *Tale of Two Cities*, Lew Wallace's *Ben Hur*. Other prose: Irving's *Alhambra*, Stevenson's *Travels with a Donkey*, Burrough's *Essays*, and Lincoln's *Speeches*.

Among the more recent books suitable for Grade X are these:

FICTION—J. M. Barrie, *Sentimental Tommy*; Willa Cather, *Song of the Lark*; W. De la Mare, *Memoirs of a Midget*; Louis Hemon, *Maria Chapdelaine* (trans. by W. H. Blake); André Maurois, *Silence of Colonel Bramble*; Booth Tarkington, *Gentleman from Indiana, Monsieur Beaucaire*.

OTHER PROSE—Mary Antin, *Promised Land*; H. C. Brown, *Grandma Brown's Hundred Years*; Dorothy Canfield, *Home Fires in France*; Hamlin Garland, *Back Trails of the Middle Border, Roadside Meetings*; C. Parker, *An American Idyll*; Agnes Repplier, *Père Marquette* (Priest, Pioneer, Adventurer); Anna Howard Shaw, *Story of a Pioneer*; Skeyhill, *Corporal York*, the Last of the Long Hunters; H. M. Tomlinson, *The Sea and the Jungle*; Marguerite Wilkinson, *Dinglebat of Arcady*.

PLAYS—Sir James Barrie, *Quality Street, Admirable Crichton, A Kiss for Cinderella*; Cosmo Hamilton, *Pickwick* (after Dickens's *Pickwick Papers*; Ashley Miller, *Mr. Scrooge, A Dream Fantasy* (after Dickens's *Christmas Carol*); Alfred Noyes, *Sherwood*.

POEMS—Sara Teasdale, *The Poems of Emily Dickinson*; Carl Sandburg's *Early Moon*; Vachel Lindsay's *Every Soul a Circus*. Also Untermeyer's *Modern Poetry—British and American*, as a collection.

Possibly, Auslander and Hill's *Winged Horse* may be used in both Grade IX and Grade X.

GRADE XII

Composition. In Grade XII pupils who have done with credit the work outlined for previous grades should be permitted to follow up their special interests in order to prepare them for their vocations. Among such special interests are newspaper work, commercial correspondence, advertising, debating, the short story, verse writing, dramatization, scientific description. Pupils who show marked deficiency in the work outlined for previous years, on the other hand, should be given individual attention or grouped in drill classes according to their needs.

Literature. The twelfth grade may wisely be given over to electives in literature as suggested below. However, if one basic course is desired, a study of world literature arranged by types and including selections from many languages in translations would be wise. There may also be a number of courses to be elected by pupils according to their aptitudes. Among these might be the drama, the novel, short stories, speeches, essays, poetry, or the work of a single author.

PROPOSED ENTRANCE REQUIREMENTS IN ENGLISH

Finally, the Committee summarized its judgments in the following statements which it proposed as *uniform college entrance requirements* in English, a statement proposed for college catalogues.

To satisfy the minimum requirement of three units in English, preferably in Grades X, XI, and XII, the candidate must have completed successfully a course of study requiring two hundred minutes of class work each week for three scholastic years. A fourth unit is desirable and may be credited, especially if the student's attainment is definitely

superior in quality. This preparation should assume certain reasonable attainments (a) in language, (b) in composition, (c) in ability to read, and (d) in acquaintance with literature.

Language. The candidate should have attained competence in language in the following respects:

1. Some understanding of the function of language as a means of communicating ideas to others.
2. A respect for good English as a tool for utilitarian, social, and artistic purposes.
3. A mastery of the essential grammatical and rhetorical terms and principles.
4. A mastery of the most essential principles of sentence structure.
5. The mastery of accepted idiomatic usage.
6. Skill in the use of an adequate dictionary.

Composition (written). The candidate should possess the abilities necessary to communicate his own ideas in organized units of thought; that is, sufficient skill in the use of English to enable him to write a narrative, an explanation, a report, a letter of three or more paragraphs, concerning which the majority of the following questions can be answered in the affirmative:

1. Is the subject suitable and sufficiently limited?
2. Does the composition indicate sufficient familiarity with the subject and adequate command of it?
3. Does the writer hold firmly to his subject?
4. Does the composition present an orderly and adequate development of the thought as a whole?
5. Do the paragraphs and groups of paragraphs adequately represent the divisions of the thought?
6. Are the transitions from paragraph to paragraph and from division to division clear and easily followed?
7. Are the sentences complete? Do the parts of sentences show proper relationships of thought by suitable coordination or subordination?
8. Is the punctuation accurate?
9. Is the manuscript neatly and legibly written?
10. Is the composition free from such technical weaknesses as: (a) the comma fault or

the sentence fragment, and (b) obtrusive, misleading, excessive, or insufficient punctuation?

11. Is it free from such offenses in grammar and usage as: (a) incorrect verb forms, (b) incorrect pronoun forms, (c) frequent misspelling, (d) failures in agreement between subject and verb and between pronouns and antecedents, and (e) dangling modifiers?

12. Is it reasonably free from such incongruous constructions and unpleasant stylistic defects as: (a) incorrect parallelism, (b) awkward and obscure constructions, (c) affectation and rhetorical flourish, (d) bookish expressions, and (e) verbosity?

The attainments named above are the minimum entrance requirements. High school students of superior ability should have made progress also in attaining the standards embodied in the following questions:

1. Is the composition itself interesting: does it show originality and vitality in thought and attitude, in subject matter, and in treatment of the subject?

2. Does it have variety in diction, in sentence structure and in paragraph structure?

3. Is it written in easy, idiomatic English?

4. Does it show sincerity and restraint in the expression of thought?

NOTE 1. In order that students of superior ability may achieve reasonable proficiency in written expression according to the standards just named, the high school may wisely provide special instruction during the final two years. Moreover, reasonable attainment of such standards on the part of superior high school students should secure for them special advancement in freshman English in college.

NOTE 2. Training in written expression accompanied by attention to functional grammar should occupy at least one-half of the secondary school course in English and should be continuous throughout the course.

Composition (oral). The candidate should have the ability to make an explanation, to present a topical recitation or report, to relate a sequence of events, and to engage in group discussion in idiomatic, correct English which conforms to the standards named above, so far as they apply to oral expression.

NOTE 1. Training in oral composition should not be considered a substitute for systematic training in written composition.

NOTE 2. The aim in teaching language and composition is the gradual development in the mind of the student of (a) a language "conscience" which rebels against slovenly English—bad spelling, incorrect grammar, feeble and inaccurate expressions; (b) a realization of the power and aesthetic value of words; (c) an understanding of the specific values which lie in effective English; (d) a genuine desire to use one's native language well; and (e) an ability to organize materials into one unified whole. Such attitudes should be accompanied by reasonable proficiency in personal language habits and practices.

General Reading. The candidates should have—

1. The ability intelligently to get meaning from the printed page: that is, (a) skill in careful intensive reading for purposes of study and (b) skill in rapid extensive reading for securing general information or for recreation.

2. The ability to understand and appreciate imaginative and informative literature of various types and of varying ranges of difficulty.

3. The habit of turning to literature for recreation, or for the satisfaction of esthetic needs, or for the sake of knowing more about the world in which we live.

4. The ability to read literature orally with intelligent interpretation, with simplicity and dignity, and in a clear, pleasing, and audible voice.

Literature. The candidate should have secured familiarity with a reasonable amount of significant literature. His reading should be wisely guided through experiences in class rooms and libraries well stocked with standard literature together with current books and reputable magazines.

1. He should have read intelligently and if possible appreciatively some famous poems, plays, novels, essays, and biographies. Characteristic and notable works should be selected from the writings of such authors as Shakespeare, Goldsmith, Sheridan, Milton, Wordsworth, Keats, Tennyson, Longfellow, Scott, Dickens, Eliot, Thackeray, Hawthorne, Irving, Poe, Addison, Austen, Franklin, Emerson, Parkman, and Macaulay. Some works should be selected from such significant modern poets as Masfield, Robinson, Benet, Kipling, and Noyes; such dramatists as Galsworthy, Dunsany, and Barrie; such novelists as Cather, London, Wister, Conrad, Wharton, and Walpole; such essayists and short story writers as

Stevenson, O. Henry, and Morley. Experience with the literature of the past should have developed the ability to distinguish between the meritorious and the ephemeral in the literature of recent times.

2. He should have some acquaintance (a) with the development and continuity of English and American literature and (b) with the distinguishing characteristics of the major literary forms.

The standards here set forth should guide the preparation of students who plan to enter college. In order that such

students may realize how adequately they are attaining indispensable habits, skills, and attitudes, a comprehensive examination in high school English, such as is now used in several states, should be given, preferably in the early part of the senior year. The results of this examination should determine the special needs of individual students for further English training and should be largely influential in determining recommendations for admission to college.

ADDITIONAL OFFICIAL MINUTES¹

Friday Sessions—March 18, 1932

THE meeting convened at nine-twenty o'clock, President Edmonson presiding.

President Edmonson: One of the most active units in the Association is the Commission on Secondary Schools. Part of the program this morning will be presented by the officers of this Commission. I will first call on the Chairman of the Commission, Mr. L. N. McWhorter, Superintendent of Schools of Minneapolis, to make a brief statement concerning the work that has been taken up this year.

Mr. L. N. McWhorter: The Commission on Secondary Schools always appreciates this opportunity of presenting to the Association its deliberations. This year they have extended from Monday afternoon through Wednesday night. Yesterday they met, as you know, with the Commission on Unit Courses and Curricula in a joint meeting.

The work of the Commission will be presented by Dr. H. G. Hotz, who is Secretary of the Commission on Secondary Schools. Dr. Hotz.

Dr. H. G. Hotz: Mr. President, Ladies and Gentlemen: The Commission on Secondary Schools began its formal meetings on Tuesday morning, March 15, and has conducted five sessions, closing yesterday at noon. It comes to you with a report of its transactions. A few of these actions are submitted to you for ratification and approval. The remainder of its proceedings are reported here as matters of information.

Dr. Hotz read the report of business transacted by the Commission on Secondary Schools down to and including the words, "making a total of 127 schools that were

warned; 165 schools were advised that they could improve somewhat upon the organization of their system."

Dr. Hotz: I give here a brief summary of the present status regarding the number of schools at present on the list. Schools previously on the list, 2414. New schools added, 91. Total, 2505. Less 14 schools withdrawn, 11 schools dropped, a total of 25 from 2505, leaving a present total of 2480. I want to remind the group that this list hasn't been completely checked and verified, and the total will run possibly one or two below this number after complete checking has been made.

Suggestions regarding changes in standards and policies: We are suggesting one change in the regulations. No change is suggested in the policies. The regulations are conditions which any school must meet in order that the application for accrediting may be considered.

In REGULATION 4b we are suggesting that the following change be made: The word "new" will be eliminated from this regulation next year. The effect of this will be that the small schools now on the list will be compelled to meet the size requirements that we are now enforcing with regard to the new schools that are being admitted.

In REGULATION 5 eliminate the word "new" in the first line and the two words "and recommendations" in line 3. REGULATION 5 will be read as follows. "Athletics: No school will be accredited whose program of interscholastic athletics is not in accord with the standards of the Association, or is under discipline for violating any regulation of the state athletic association."

¹These minutes are from the stenotype reports of the general sessions of the Association as indicated.—THE EDITOR.

Mr. Chairman, I move the adoption of these changes in the regulations.

President Edmonson: You have heard this recommendation coming from the Commission on Secondary Schools. Do I hear a second to the motion?

The motion was seconded, put to a vote and carried.

Dr. Hotz: Suggested changes in standards, which are standards or rules for the government of high schools which may be violated only upon penalty of warning. Changes in STANDARD 7a. Add the word "senior" at the end of line 4. Inserting the word "senior" will mean that no one can misinterpret this, thinking that we recognize a junior college.

Add the following note to this standard: "Graduates of colleges not recognized by the North Central Association nor by any other regional accrediting agency may become eligible to teach in a secondary school accredited by the Association by being admitted to graduate standing in an institution of higher education accredited by the Association, or the equivalent, and by completing successfully at least one summer term of not less than six weeks of graduate work. This part of the standard is not to apply to graduates of non-accredited colleges who desire to teach in the state where they graduated and where they are approved individually in accordance with the state plan."

Modification for STANDARD 7c. In lieu of the second paragraph of this standard, insert, "The following are the minimum requirements." The present paragraph is, "The following criteria are set forth as indicating desirable minima by which a state committee shall be guided." Inserting instead of that phrase, which is exceedingly difficult to understand definitely, this sentence: "The following are the minimum requirements."

One more change. STANDARD 7d. In lieu of "current year only" in line 5 of

this standard, insert "current term or semester only," which means that a teacher who is listed as an emergency teacher can be retained only for the current term or semester rather than for the entire year as the standard now stands.

Mr. President, I move the adoption of these changes in the standards of the Commission on Secondary Schools.

The motion was seconded.

Dr. W. P. Morgan (Illinois Western State Normal School, Macomb, Illinois) : Frequently the question is asked whether accredited schools include the teacher-training list. I don't know whether there is any information on that point.

Dr. Hotz: STANDARD 8 relates to pupil-ing list as approved schools.

The motion was put to a vote and carried.

Dr. Hotz: The following comes to you as a matter of information. This new standard is proposed for submission to a referendum vote of the member schools.

"Preparation of Superintendent and Principal: The Superintendent or the Principal in charge of the supervision and administration of the high schools shall hold a master's degree from a college belonging to the North Central Association, or the equivalent, and shall have had a minimum of six semester hours of graduate work in education and a minimum of two years of experience in teaching or administration.

"This standard shall not be construed as retroactive within the Association."

This proposed standard will be submitted to all the schools and action taken either affirmatively or negatively next year.

Dr. Hotz read resolution adopted, beginning with the words: "Moved that the Commission on Secondary Schools in session in 1933 be granted authority to waive . . ."

Dr. Hotz: STANDARD 8 relates to pupil teacher load, or Standard 8 now prescribes that schools must employ one teacher for every thirty pupils enrolled.

Dr. Hotz read the second resolution, beginning: "We recommend the appointment of a committee of three . . ."

Dr. Hotz: This comes from the Committee on Standards submitted to the Commission, and is signed by Dr. J. D. Elliff, Chairman of the Committee.

A recommendation coming from the Committee on Libraries, signed by E. L. Miller, Chairman.

Dr. Hotz read the recommendation, beginning: "During the year just passed, our Library Committee has . . ."

Dr. Hotz: Here is a resolution coming from the Committee on Athletics, of which Mr. E. E. Morley is Chairman.

Dr. Hotz read the resolution, beginning: "Whereas, The investigations of the Carnegie Foundation . . ."

Dr. Hotz: Here is a recommendation and a resolution (it comes here as a resolution) from the committee which has in the past been investigating the relationships of colleges in the matter of entrance from senior high schools, schools organized as senior high schools.

Dr. Hotz read the resolution, beginning: "Your Committee recommends that the Commission on Institutions of Higher Education be requested to bring again before . . ."

Dr. Hotz: This Committee consists of Mr. M. R. Owens, Mr. James Rae, and Mr. A. A. Reed, Chairman.

One other resolution. This is the report of the Resolutions Committee. The first three are obituaries and the last one deals with another matter.

Dr. Hotz read the resolution regarding the passing of Charles H. Kingman, Horace A. Hollister and Thomas Lloyd-Jones.

Dr. Hotz: Here is another resolution coming from the Committee on Resolutions.

Dr. Hotz read the resolution, beginning: "This Commission commends most heartily the farsighted . . ."

President Edmonson: The Secretary of the Commission has presented a series

of resolutions that have been adopted by the Commission on Secondary Schools. As I understand it, it is not necessary that this Association take any formal action on these resolutions. They are, however, brought to the attention of the members as part of a policy of keeping the Association informed concerning the activities of the three Commissions. Are there any questions that any of you desire to ask the Secretary concerning any of these resolutions?

Dr. George E. Carrothers (University of Michigan, Ann Arbor, Michigan): Regarding the resolution to be submitted to the field, I wonder if it wouldn't make it clearer to put in "directly in charge of schools." There are directors who would not be thus qualified.

Mr. E. L. Miller (Assistant Superintendent of Schools, Detroit, Michigan): In reading the report of the Library Committee, the Secretary omitted reference to a resolution to the effect that the policy in operation this year with regard to the budgetary requirements of the library recommendation be waived. That has been in operation during the past year. The resolution offered by the Library Committee asked for a continuance of that policy during the coming year. I simply wish to call the attention of this meeting to that resolution.

Mr. W. P. Morgan (Illinois Western State Normal School, Macomb, Illinois): I would like to ask the gentleman this question. The athletic proposal that was submitted to the Higher Commission, in the hope of getting its approval, carried one suggestion before that Commission. That was that if high school officials had become aware of any of these transgressions set forth they would feel a moral obligation to report the facts of the case to the Athletic Committee of the Higher Commission. The man who brought over the recommendation made it clear to that Commission that he was

quite willing to accept that additional point. I wonder whether it was possible, however, for him to get that before the Secondary Commission for its approval.

President Edmonson: According to the Secretary, that did not come back to the Commission on Secondary Schools. In all probability, Mr. Morgan, it will get back next year.

Dr. Hotz read the list of "Special Reports Submitted," and the list of "Other Actions of the Commission."

Dr. Hotz: This in brief, Mr. President, constitutes a summary of the important deliberations of the Commission on Secondary Schools in its session for 1932.

Mr. Carl G. F. Franzen (Indiana University, Bloomington, Indiana): That statement in regard to the superintendent was not "more than one-half," but it was "one-half or more."

Dr. Hotz: That is satisfactory.

Mr. Franzen: That was the action by the Commission.

Dr. Hotz: Question was raised about actions pertaining to the Committee on Special Studies. No topic has as yet come to us, or no plan for the prosecution of those studies. For that reason I couldn't include any information here regarding that work.

President Edmonson: We have a few minutes for questions and comments on the work of the Commission on Secondary Schools. Are there any questions you would like to ask the officers of the Commission? Are there any recommendations that any of you would like to make? Do any of you have speeches that you brought with you to this Association meeting that you have not had an opportunity to present? [Laughter]

Recess was granted at this time.

President Edmonson: As I announced yesterday afternoon, the Program Committee arranged this year to have addresses by four of the Presidents from the larger state universities in the terri-

tory of the Association. Before presenting the speaker for the morning, may I take occasion to point with pride to the fact that Michigan has always taken a very active interest in the affairs of the North Central Association. It is a well known fact that the resolution calling for the establishment of this Association originated in the Michigan Schoolmasters' Club, and that James B. Angell was the first President of this Association, and that the University, the various colleges of the state, the State Department and the High School Principals have been well represented at the various annual meetings of this organization.

Dr. Ruthven, the President of the University of Michigan, is our speaker this morning. He plans to discuss the topic, "The Super University." It is with pleasure that I present him. Dr. Ruthven. [Applause]

Dr. A. G. Ruthven: I think you will agree with me that Dean Edmonson, aside from being a good presiding officer, a good dean in a school of education, is not a bad advertiser for a university. [Laughter]

Dr. Ruthven read his address. [Applause]

President Edmonson: I think the Commission on Secondary Schools should be congratulated on making it possible to have a discussion such as has been given by President Ruthven. This Association emphasizes the unity of education on secondary and higher levels. On behalf of the Association I want to thank President Ruthven for his very instructive discussion of this topic.

There was a recess at this point.

President Edmonson: Unless there is objection, we will turn to two items that can be taken up immediately. One is the election of officers. We heard yesterday the report of the Nominating Committee. The Nominating Committee presented yesterday for President the name of Mr. A. A. Reed of the

University of Nebraska; First Vice President, President A. H. Upham, Miami University; Second Vice President, Mr. J. E. Edgerton, State High School Supervisor, Topeka, Kansas; for places on the Executive Committee, Mr. F. L. Hunt of Culver Military Academy, and Dean J. E. Stout of Northwestern University.

Under the terms of the Constitution, additional names of candidates for various offices may be presented by petition from ten members of the Association. Are there any additional nominations to be presented at this time? If not, you have the report of the Committee before you. What is your pleasure?

It was regularly moved, seconded, put to a vote and carried that the report of the Nominating Committee be adopted and the nominees be declared elected.

President Edmonson: The officers as nominated by the Committee are declared elected.

Mr. Reed, who has been elected President, is here, and I will ask him to come forward and in a few words outline his policies for the next year. Mr. Reed is such a competent man that I know that in the two minutes which have elapsed since his election he has his policy formulated. [Applause]

President-elect Reed: Mr. President, Fellow Members: Dean Edmonson has given me a very large piece of work in this proposition. I evidently am a rapid thinker, from his conception. But this is true, that this Association, with its splendid traditions and background, with its great territory, its fine working organization, the wonderful spirit of cooperation that runs through the colleges, the high schools, and other organizations of this Association in this territory, because of a long period of working cooperation, certainly gives promise of continuing progress along the same line. We have reason to hope and expect this result.

Now, Mr. President, the officers and members of this Association in the past year under your leadership have taken so high a plane and have done so much to make possible even greater service by this Association, that it is a challenge to us all in this time of social and economic peril, to bring the possibilities of this organization into the line of defense for our civilization.

Certainly the higher educational institutions of this territory can serve at this time. Certainly they can stand upon the best of the past as a start and move forward even in spite of discouragement to bigger things. Surely our civilization has within it the means of correcting the present unfortunate condition, and I have great confidence that out of the educational experiences of the past years, America will hold its place, and through the influence of these organizations and this work, definite progress will be made.

I am not a pessimist. I believe that the future has before us much of promise. I can't help feeling that the fire of the future is going to burn out the dross, and America will rise triumphant in a great world leadership that will mean a rebirth of our civilization. I thank you. [Applause]

President Edmonson: After that splendid address by Professor Reed, I am certain that all of the members of the Association are much pleased with the recommendation of the Nominating Committee and are very glad that the Association accepted the report of the Nominating Committee.

I shall present part of the report of the Executive Committee, and Mr. W. E. Tower of the Executive Committee will present part of it.

I first want to call attention to the recommendation coming from the Executive Committee regarding honorary membership. Under the Constitution the Executive Committee is charged with the

responsibility of nominating from time to time candidates for honorary membership to this Association. The Executive Committee has voted to present two names:

First, Dr. Allen S. Whitney, formerly Dean of the School of Education of the University of Michigan. The name of Dr. Whitney is presented because of his early service as an officer of the Commission on Secondary Schools. From the history of the organization you will find that Dr. Whitney framed the first set of standards for the Commission on Secondary Schools, presenting them to that Commission in 1905.

The Executive Committee also wishes to place before you the name of Dr. Frederick J. Kelly, Chief of the Division of Colleges and Professional Schools in the United States Office of Education. Dr. Kelly has been in the territory of the Association for many years, was at one time a very active participant in the affairs of the Association, and it is the recommendation of the Executive Committee that he be honored in this way for the past services and in expectation of future services. These two names are before you. What is your pleasure?

It was regularly moved, seconded, put to a vote and carried that the recommendations be approved and the persons named be elected as honorary members of the Association.

President Edmonson: They are declared elected to honorary membership.

As I announced yesterday, the Executive Committee of the Association was appointed as the Committee on Time and Place for the 1933 Meeting. The Committee received invitations from several other cities, as well as invitations from a number of other hotels in Chicago. After a careful canvass of the matter the Executive Committee have voted to transmit to the Association the following recommendation: "That the 1933 sessions of the North Central Association be

held at the Stevens Hotel, in Chicago, at a time corresponding to the time of the 1932 meeting. That comes as a recommendation from the Committee on Time and Place. What is your pleasure?

It was regularly moved, seconded, put to a vote and carried that the recommendation be adopted.

President Edmonson: May I ask that you listen carefully to the next recommendation from the Executive Committee. It has to do with the action of the Commission on Institutions of Higher Education in dropping from the approved list the College of Emporia, located at Emporia, Kansas. I want to again remind this group that the Executive Committee has the power to reverse the decisions of Commissions, and past history has indicated that the Executive Committee takes its responsibilities seriously.

At a session of the Executive Committee on Wednesday evening, two officials of the College of Emporia presented certain statements regarding the plans of the college to meet certain criticisms that had been voiced before the Board of Review of the Commission on Higher Institutions. After a very careful canvass of all the facts, the Executive Committee voted to reverse the decision of the Commission on Institutions of Higher Education in the matter of the dropping of the College of Emporia at this time, and voted to delay such action until the meeting of the Executive Committee in May, 1932, in order that the College might have an opportunity to present at the May meeting additional information relative to some of the standards for accrediting. This does not call for action on the part of the Association. It is brought to you for your information.

I also wish to announce another decision of the Executive Committee in the matter of another appeal. Iowa Wesleyan, located at Mount Pleasant, Iowa, was refused approval at this time by the

Commission on Higher Institutions. An appeal was taken to the Executive Committee, and the Executive Committee voted to sustain the action of the Commission on Higher Institutions.

Under the Constitution the Executive Committee is charged with the responsibility of nominating members for the three Commissions of the Association. I will ask Mr. Tower to present the nominations that the Executive Committee desires to present to the Association.

Mr. W. E. Tower (District Superintendent of Senior High Schools, Chicago): This is the report of the Nominating Committee of the Executive Committee.

Mr. Tower read the report.

President Edmonson: May I supplement the report that has been given by Mr. Tower by stating that the Executive Committee requested the Commissions to take account of the desirability of a reasonable amount of rotation in office. It is my opinion that you have presented to you this morning proposals for a larger number of changes in the personnel of the Commissions than have been presented in some time. May I add that I hope the principle of rotation in office will gain even wider acceptance in this organization, as I am not personally in sympathy with the practice of continuing on Commissions or in office a certain number of individuals year after year. With such a large membership, with so many competent individuals in the Association, it seems to me that the principle of rotation can be carried into effect in a very successful manner. I am glad to report for the Executive Committee that the principle of rotation has been observed this year in at least a limited way.

You have now the report of the Executive Committee in the matter of nomination of persons to fill places on the Commissions. What is your pleasure?

A motion was regularly made, seconded, put to a vote and carried that the report be accepted.

President Edmonson: Are there any other matters to be taken up at this time, Mr. Secretary?

Secretary Clevenger: No.

President Edmonson: Is the Auditing Committee ready to report?

Mr. O. F. Dubach, Chairman of the Auditing Committee, read the report of that Committee.

Mr. O. F. Dubach (Missouri): I move the adoption of this report.

The motion was regularly seconded, put to a vote and carried.

President Edmonson: Are there any other matters that should come up at this time? Are there any other Committees that the Chairman appointed and has forgotten about?

May I call your attention to something that those of you who have attended this Association on previous occasions, I am certain, thoroughly understand, namely that the Treasurer of the Association, Mr. McComb, serves without compensation, that the Secretary of the Association serves without compensation. In fact, this is one of the few educational organizations that does not have paid officials. It is true we provide adequate clerical help to those officials that have heavy responsibilities, but we do not pay for the expert service that is given not only by the Secretary and Treasurer but by a large number of State Committees, Special Committees, members of Commissions, and many others that help to make this Association a success. It was suggested before the Executive Committee that in view of the tendency in some quarters to decrease salaries, that this Association might help to stop that movement by moving a hundred per cent increase in the salaries of all officials.

The meeting adjourned at eleven-twenty o'clock.

AFTERNOON SESSION

The meeting convened at two-ten o'clock, President Edmonson presiding.

President Edmonson: The first part of the program this afternoon will be presented by one of the officers of the Commission on Higher Institutions. This Commission has in the last few years attracted a great deal of attention on the part of the members of this Association. In fact its work has possibly drawn more attention than the work of the other two Commissions, partly because of the committees of the Commission, attacking the problems of very great interest to both higher institutions and secondary schools.

The Secretary of the Commission, Professor Works of the University of Chicago, will present the report.

Professor George A. Works read the report of the Commission on Institutions of Higher Education, to the end of the list of "New Applications for the College List."

Dr. Works: The next is colleges transferred from the teacher-training list. You will recall that the teacher-training list, unless action to the contrary is taken, will be done away with next year.

Dr. Works continued reading the report down to the end of the list of "Resignations."

Dr. Works: Next is action affecting the standards, recommended by the Commission for the approval of the Executive Committee and by the Executive Committee recommended to the Association for adoption. On the recommendation of the Committee of Standards it was voted to abolish STANDARD 7 for colleges and universities and STANDARD 5 for junior colleges. These standards, while they have a different number, refer to the same thing, namely, the size of the class. In the past, the limit on class size has been thirty. So far as the Board of Review was concerned, action was based on educational grounds and not on those of economy.

President Edmonson: Under the Constitution, the Executive Committee has the final approval of lists of schools. The information regarding changes in the lists as presented by the Secretary of the Commission has been brought to the Association at the request of the Executive Committee in order that the Association might be kept informed concerning the work of this Commission.

Under the Constitution, the Association has the approval or disapproval of recommendations coming from the Executive Committee regarding changes in standards. You have heard the recommendation of the Executive Committee as it was presented by the Secretary of the Commission on Higher Institutions, that certain changes be made in the standards. What is your pleasure?

It was regularly moved, seconded, put to a vote and carried that the changes as recommended by the Commission on Higher Institutions to the Executive Committee and by the Executive Committee to the Association be accepted.

Dr. Works: The next matter refers to the interpretation of standards. It is recommended that the following be added to the interpretation of STANDARD 12: "Funds and approved securities placed in trust for the benefit of an institution for a limited period of not less than five years may be included in meeting endowment requirements in excess of \$300,000, subject to such restrictions as apply to endowment."

At the present time, under the standards, trusts in perpetuity are accepted as a part of the endowment. The presidents of some of the institutions in their dealing with possible donors have felt that it would be an advantage to them if trusts which the prospective donors were not willing to set aside for the benefit of the institution in perpetuity but were willing to do so for shorter periods of time, might be accepted. And it is

on the basis of that that the recommendation is made to this body, with the belief, of course, that a period of five years is long enough so that it would give reasonable stability to the financial program of the institution.

President Edmonson: You have heard the recommendation of the Secretary of the Commission, approved by the Executive Committee. What is your pleasure?

It was regularly moved, seconded, put to a vote and carried that it be adopted.

Dr. Works: A second change in interpretation of standards. It was voted that the interpretation of STANDARD 12, relating to Catholic institutions, be suspended for a period of one year, and that the Committee on Revision of Standards be directed to bring in a definite recommendation on this matter at the next annual meeting.

The point involved in this is the fact that a Committee of the Commission made a recommendation for a new set of financial standards to become operative for the current year as applied to Catholic institutions. The Committee on the Revision of Standards in dealing with this question felt it would be to their advantage to have the matter referred to them, that is in their whole development of the program of standards, and so some months ago it was decided that we would not apply the new standards the current year to Catholic institutions, but we would continue to use the same standards that have been in operation for a number of years. And this recommendation simply means the continuation of the same standards as have been in use in the past so far as these institutions are concerned.

President Edmonson: You have heard the report of the Secretary of the Commission, approved by the Executive Committee. What is your pleasure?

It was regularly moved, seconded, put to a vote and carried that it be adopted.

Dr. Works read the item under the head

of Special Action, regarding Northwestern University.

Dr. Works: In way of explanation, I should like to say that the difficulty arose, as you will remember, a year ago, when the representatives of the Association were not allowed to complete their inspection of the institution with reference to athletic conditions. Before this action was taken by the Board of Review, the authorities at Northwestern University did cooperate with the Association and made possible a report on the institution, and it is on the basis of that cooperation that the action was taken by the Board of Review.

This is for your information, as the Board was given power in this matter.

Dr. Works read the item beginning, "At the last annual meeting, action was taken requiring the University of Dayton 'to submit to the Board of Review . . .'"

Dr. Works: This does not call for action.

Dr. Works read the item beginning, "Miscellaneous: It is recommended that the question of ways and . . ."

Dr. Works: The President says that doesn't call for action.

Dr. Works read the item beginning, "Voted that the matter of credit allowed toward the baccalaureate . . ."

Dr. Works: The question involved there was brought to the Board of Review through a state board of education in one of the states in our territory, calling the attention of the Board to the fact that some institutions were permitting as large a proportion as one-half of the total credits required for the baccalaureate degree to be obtained on the basis of trade experience. The Board felt that this was a matter of interest to this organization, as well as to those who are interested in the development of that type of teaching, and so referred it to this Committee on Revision of Standards.

Dr. Works read the item beginning, "Voted to adopt the following memorial resolution regarding . . ."

Dr. Works read the item beginning, "New committees authorized: Voted that a committee be appointed . . ."

Dr. Works: It was felt in the Commission that it was extremely desirable and important, now that the report with reference to secondary education, more particularly with reference to teachers of training institutions, and finally with reference to the financing of education, would soon be available, that definite provision should be made for disseminating the results of these studies throughout the territory in which this Association is interested, and it is on the basis of that desire that this recommendation is made.

President Edmonson: I am not inclined to feel that this recommendation calls for the approval of the Association. Some years ago the Executive Committee found itself in a rather embarrassing position because certain committees were committees of the Commissions, whereas other committees were committees of the Association. And at that time, as I recall the discussion, the Executive Committee took the position that the work of the Association was to be carried on through Commissions, and that the Commissions should from time to time create special and standing committees to carry on the work, and that the Association when it had any special problem should through its Executive Committee, or directly to the Commissions, call for the creation of a special committee to carry on the work.

I hope I have made myself clear in this matter, that the Association carries on its work through the three Commissions, and uses these three Commissions as units or agencies for the creation of special committees needed for the study of special problems.

I would rule, therefore, that this rec-

ommendation of this Committee does not call for action on the part of the Association any more than the action of the three Commissions in the matter of setting up any number of committees at this recent meeting. In order to avoid being accused of having attempted to prevent the Association from acting in this matter, I would be very glad to have any of you express disagreement. There appears to be no disagreement on that matter, Mr. Secretary, so we will proceed.

Dr. Works: Next is a report of a special committee on music and art schools, the accrediting of independent schools of music and art, schools that are not affiliated with a college or university.

Dr. Works read the item beginning, "It was voted by the Commission to adopt the report of the Committee on Music and Art schools and approve the recommendations," with the following interpolation:

No. 1, preceding the words, "In view of a fairly general intimation that the instruction in music," etc.:

The Board of Review had an application for a survey from a musical college, and it had advance notice from this committee recommending that we extend the privilege of the survey to this institution, and we did. We were able to get two people to make the survey. They were not given notice, however, that they were perpetually in that group. I don't know that we would have been able to get that, if they had known it.

President Edmonson: I would interpret this recommendation coming from the Commission as involving the substitution of the results of a survey of schools of music for certain types of information that would otherwise be secured through the application of present standards. It seems to me, therefore, that this matter should receive the approval of the Association. What is your pleasure?

It was regularly moved, seconded, put to a vote and carried, that this proposal from the Commission be approved.

Dr. Works read the item beginning, "The Commission voted to receive the

report of the Committee on Physical Education and Athletics and to adopt the following recommendations: 'It is recommended that we recognize . . .'

President Edmonson: You have heard this report from the Secretary. It involves a change in certain standards that are applied, in connection with the approving of higher institutions. What is your pleasure?

It was regularly moved, seconded, put to a vote and carried that it be adopted.

Dr. Works read the item beginning, "The Commission on Secondary Schools has passed the following resolution, and it was presented to the Commissioner on Higher Institutions for its consideration: 'Whereas the . . .'"

Dr. Works: The Commission also went one step further and voted that the Secondary Commission be extended a sincere invitation to supply the Committee on Athletics with any information which may be pertinent to the resolution just presented by the Commission on Secondary Schools, which of course relates to the recruiting of school-boy athletes.

It was voted to transfer to the Committee on the Revision of Standards the work of the Committee on Junior College Accrediting. That means that the committee we formerly had on junior college accrediting goes out of existence.

The next is educational experiments, for your information.

Dr. Works read the item beginning, "Voted to authorize the continuation of the experiment at Iowa," down to the words: "Experiment at Cornell College, Mount Vernon, Iowa, and to continue the Committee."

Dr. Works: A request was presented from Superintendent William A. Wirt of Gary, Indiana, to conduct an experiment under the supervision of the Commission on Institutions of Higher Education in the integration of educational resources for the purpose of developing a junior college. The matter was referred to the Board of Review with power. Through a misunderstanding the matter went di-

rectly to the Secretary of the Association and did not reach the Secretary of the Board of Review until after the Board of Review was through with its sessions.

Dr. Works read the item beginning, "On recommendation of the Committee on Revision of Standards . . ."

Dr. Works read the item under the heading "Election of Officers . . ."

Dr. Works: That completes the formal report of the Commission. There is one matter, however, that I feel I should take this opportunity to call to your attention. I personally feel that it is so important that all members of the Association should at least have some acquaintance in a general way with what is being done. I refer to the work of the Committee on Revision of Standards. You will recall that the work of this Committee is supported by funds that the Association is contributing and by funds that were obtained by the General Education Board.

A Committee of Fifteen on the Revision of Standards was appointed and finally a working subcommittee of three was established. The Chairman of that Committee is Dr. Zook of the University of Akron. The other members are Dean Haggerty of the University of Minnesota and Dr. Reeves of the University of Chicago. They have been at work now for several months, more or less vigorously, on revising the standards. They have divided the work among them. I won't attempt to give it to you in detail, but simply to say that Dean Haggerty is dealing with the problems of instruction, curriculum, faculty and the measurement of results through examinations. Dr. Reeves has to do with plant and the finances of the institution. Dr. Zook has associated with him an assistant, Dean Gardner of Akron University, who is working primarily on the problems of student management.

They have selected a group of approximately sixty institutions in which they

are planning to make an intensive study. They have developed their forms to a certain extent at the present time, as a result of going into these institutions and trying them out, and perfecting them as a result of their experience there. They held a conference during the past fall with representatives from practically every one of the institutions present, where the problems involved in this were discussed. Naturally the sixty institutions that are involved in this study are going to have much better opportunity to keep in touch with this movement than are member institutions that are not included in the intensive study.

I have had the opportunity to sit with this committee on several different occasions; I was able to attend the conference that I refer to with the cooperating institutions, here in the city of Chicago, and I have been very much impressed by the progress that is being made.

I feel very certain that anyone who has had to work with our present standards realizes that they are inadequate. I feel very confident that if you have worked with them for any considerable time you realize that we may be overlooking very important things and that we may be placing emphasis on other things that are relatively unimportant.

I think there are very great possibilities in the study that this Committee is carrying forward, and I feel very confident that when this report is made, the idea being that it is to be completed within a period of about four years from now, no later than that, when we have the results of this committee before us for consideration, it is going to be possible for us to place your work of accrediting institutions on a much higher plane than is possible under present conditions. I thank you.

President Edmonson: Are there any questions that any of you wish to ask the Secretary of the Commission?

Dr. Albert B. Storms (President, Baldwin-Wallace College, Berea, Ohio): I would like to ask whether the report and the action taken upon it with reference to the standard of size of classes is considered final now, or is that still under advisement by this Committee of the Commission on Higher Education?

Dr. Works: That recommendation came to us from the Committee on Revision of Standards and we considered it final because it was taken, as I indicated, not on the grounds of economy but on the basis of education.

Dr. Storms: Might a motion be entertained here asking the Committee to make further investigation on the grounds of educational efficiency, primarily, of course? If it be pertinent I would like to make that motion. I think, if I may say this in connection with the reason for the motion, that it isn't at all generally accepted that there needs to be no limitation upon the size of classes in the interest of efficiency of education.

I move that the Committee on Revision of Standards be requested to give further examination as to the matter of size of classes, whether there should be any restriction there.

President Edmonson: I would interpret that motion to be just a recommendation for further investigation.

The motion was regularly seconded.

Mr. C. P. McClelland (MacMurray College for Women, Jacksonville, Illinois): I was inclined to raise a point of order there. It seems to me that the proper course to pursue would be to reconsider the other motion if there is any serious intention on the part of the mover of this motion to challenge the action that was taken.

President Edmonson: I would not interpret the motion as meaning any challenge to the action taken, but the desire on the part of the maker of the motion to have this matter come up again at

some later meeting after additional information is obtained. Am I correct?

Dr. Storms: Yes.

President Edmonson: The maker of the motion agrees with that.

The motion was put to a vote and carried. There was a recess at this point.

President Edmonson: Of the four Presidents who have been selected for places on the program this year, President Jessup has had occasion to be better informed concerning the work of this Association than any of the others. He has at different times attended the meetings of the Association, has taken a very active interest in our affairs, and it is with great pleasure that I present him as the speaker of the afternoon. President Jessup of the University of Iowa.
[Applause]

President Walter A. Jessup of the University of Iowa read his address, with the following interpolations:

No. 1, p. 16: It is small wonder that this Association this year has been forced to recognize that situation.

No. 2, p. 22: To our amazement we found that certain high schools would allow four or five lesson periods only in English, for instance, for a topic like Treasure Island. Another would allow thirty-five or forty periods of recitation. Strange as it may seem, those differences did not show up when we examined the students. We found no relationship between performance and a particular textbook. [Applause]

President Edmonson: I am certain that Dr. Jessup has expressed the desires of a very large number of the officers of the various Commissions, members of the Commissions, and others active in the interests of this Association.

At the meeting of the Executive Committee which will be held following the adjournment of the afternoon session, attention will be given to a report drawn as a result of what is known to some of you as the Sunday Conference. I have been asked so many questions regarding the proceedings of this Sunday Conference that I want to take about five minutes

to bring to your attention some of the significant actions. In the first place this conference decided that the Executive Committee should assume additional responsibility for integrating the program of the Association.

It further recommended to the Executive Committee the consideration of certain important problems before this Association. One of the problems was that of carrying into effect some of the recommendations that have been made from time to time by the various Commissions having to do with relationships between high schools and colleges.

It is my opinion that a year hence President Reed will be able to bring to this Association a report showing that many of the desires expressed by President Jessup and by others that have taken part in the programs this year have been carried into effect.

I want now to call on the delegate, or one of the delegates to the American Council on Education, to present a report concerning the activities of that Association. I will ask Dr. Judd of the University of Chicago to make the report.

Dr. Charles H. Judd: Mr. President, Ladies and Gentlemen: The Director of the American Council has been in attendance during a large part of the session of this Association, but was obliged to go back to Washington before this report became due. As one of your representatives on the American Council I am very glad indeed to render a brief report.

During the year the American Council has been engaged in several types of productive activity, some of which continue the activities of earlier years, and one line of activity has been initiated which is relatively new. First of all, the American Council has supplied to a large number of institutions the examination, the so-called American Council examination, which has been taken by freshmen in a large number of American institutions.

I do not remember the exact number but I do recall that the Director reported that we had printed 160,000 copies of this examination.

These examinations make it possible for institutions to prepare the entering freshmen on a very large and national scale, so that any given institution who utilizes the examination will be able to get some basis of judgment as to the quality of the student body entering that institution.

The second type of activity which has been carried on vigorously and is an extension of the work that has been done for a number of years is in the hands of a committee known as the Committee on Personnel. That Committee has undertaken to deal with many of the problems of student guidance and also with problems of excellence of instruction. In order to judge of the excellence of instruction it has been found necessary to devise tests in certain subject matters dealt with in the colleges, and these tests are to some extent available also for high schools that are giving courses comparable to those that are ordinarily given in college.

The General Education Board has subsidized this work to the extent of a half million dollars extended over a period of ten years, and the committee, the chairman of which is Dean Hawks of Columbia University, is preparing a series of tests and is engaged, with the cooperation of some of the members of this Association, in an extensive examination which will be conducted in 1933, especially with college sophomores. This general test will give material comparable to that collected by the Carnegie Foundation in the state of Pennsylvania.

The third specific line of activity which is relatively new is a group of activities undertaken by a committee known as the Committee on Plans and Policies in Education. This committee was made

possible by a gift from the Rosenwald Fund. The committee has had a number of meetings and has undertaken to organize a series of inquiries that shall throw light on the general organization of American education.

The particular subcommittee which has made most progress under the general supervision of this general committee is one that deals with the problem of organization of school systems, particularly with the organization of state school systems. It became obvious during the deliberations of the National Advisory Committee on Education that if the principles there recommended were adopted by the Federal Government it would be very necessary to strengthen in some cases the state departments of education.

In order that there might be a basis for such action as will ultimately be necessary it seemed wise to bring together representatives not only of the educational groups but also representatives of the students of political science, and with the cooperation of the Social Science Research Council, a committee has been set up, three representatives being chosen by the Social Science Research Council from the field of political science, three being chosen from the field of education.

The representatives from education are President Zook of our own Association, Superintendent Ballou of Washington, and Professor A. B. Meredith, who by long experience in Connecticut as Commissioner of Education is amply qualified to direct the activities of this subcommittee.

On the side of political science the three representatives are Mr. Gulick of New York, Mr. Upson of Detroit, and Professor White of the Political Science Department of the University of Chicago.

These six representatives of public interest in education and in general govern-

ment have outlined a program, perhaps I should say matured a program, which it is hoped by the Committee of the American Council may ultimately be put into full operation.

One other enterprise has been discussed by the general committee of the American Council to which I should like to make reference, although I can make no report of actual undertakings initiated by this committee. It has seemed clear in the course of deliberations of the Committee on Plans and Policies that educators will be helpless in meeting some of the emergencies that are now arising unless the people of the country in general become intelligent with regard to the problems that institutions of education have to face, and by the term of "institutions of education" I refer not only to higher institutions but also to public school systems.

I dare say it is fully known to every member of this company that financial distress appears not only in our own institutional budgets but also in the budgets of the public school systems, even to a greater degree. Efforts have therefore been made, and I hope will be fruitful in due time, to bring together a group of representative citizens to discuss education not alone from the point of view of the technical educator, but the point of view of the nation and its large general public interest in the whole matter of educational organization.

It has been suggested that this movement be initiated from the office of the federal Office of Education. Possibly that is the solution of the matter. In all events, I can report that the American Council is very eagerly striving to devise some plan which will make it possible to carry out the type of program to which I have referred.

One final comment: During the year the American Council has discussed from time to time the methods by which it

could become more generally understood that the American Council is not an organization of colleges. Its origin during the war, or just after the war, was indeed an origin directly related to the needs of the colleges, but the American Council is an organization which has constituent membership other than membership from the colleges and universities of the country. The National Education Association is a constituent member of the Council, the Department of Superintendence is a constituent member of the Council, our own Association is a constituent member of the Council. That is the reason that we have delegates representing us at the meetings of the American Council.

I think all of us recognize the fact that it is very desirable that there should be some sort of a national organization that can coordinate the educational interests in this country. From many points of view I think the American Council is the most promising center. It may include all of the main educational organizations of the country, and does now include some twenty-six constituent members. In addition it has these institutional members, and it has some 250 institutional members, the colleges and universities of the country.

The meeting of the Council is held during the first week of May, on Friday and Saturday of that week. The meetings are held in Washington. They usually assemble in the building of the National Research Council. In behalf of the American Council I am sure I am justified in extending to all the members of this Association a very cordial invitation to attend the meeting of the American Council. [Applause]

President Edmonson: May I inquire whether there are any other matters of business to be brought before the Association before we adjourn?

Before adjournment I want to again express my own personal appreciation

and the appreciation of the officers of the Association to the various speakers that have contributed to the success of this program. I also want to thank the members of the Association for the very delightful way in which they have co-operated with me, first in my capacity as Secretary for six years and then in my administration as President.

I have three hopes I want to express. First, that you have a safe journey home

and that you come back to the 1933 meeting. And may I have the attention of the teachers and professors present. So many discouraging things have been said at the meetings regarding your value in the classroom that I hope when you return you find your pupils have not learned too much. And to the administrators, may I express the hope that you find your positions waiting for you.

We will now adjourn.

The meeting adjourned at four o'clock.

INDEX TO VOLUME VII

- Accredited Institutions, 1932-33, of Higher Education, 46-54; Secondary Schools, 93; Association of the Middle States and Maryland, 55-56; Association of the Southern States, 56-58; Northwest Association of Secondary and Higher Schools, 58; New England Association of Colleges and Secondary Schools, 58.
- Aikin, Wilfred—Report on inquiry of Progressive Education Association, 321-22.
- American Council, report of representative on, C. H. Judd, 439-41.
- Annual meeting, thirty-seventh, 12-15; program for thirty-eighth, 355-58.
- Art, Report of the Subcommittee on, 312.
See also Music.
- Association, Aims, Organization, and Activities of the, 375-81.
- Association Notes and Editorial Comments, 1-6, 153-57, 253-56, 351-54.
- Athletes, Recruiting and Subsidizing (A Resolution), 22.
- Athletics, in a Modern College, Irving Maurer, 270-73; Report of the Committee on, H. M. Gage, 274-83; Floor Discussion on, 284-86; in Secondary Schools, 287-90.
- Attendance Record, 334-49.
- Beatty, Willard—Report on experimental study of the General Education Board, 322; College domination of secondary schools, 329-30.
- Benner, Thomas E.—Need of educational reconstruction, 327.
- Boardman, Charles W.—Curriculum Revision in the Light of the Survey.
- Boucher, C. S.—Independence from colleges, 322-23.
- Brown, Charles A.—Remarks, Annual Banquet, 240-41.
- Carman, George N.—Discussion, Report of the Committee on Revision of Standards, 204-5.
- Chase, H. W.—Remarks, Annual Banquet, 251-52.
- Clarke, Thomas Arkle, 155.
- Clevenger, Arthur W.—The Thirty-Seventh Annual Meeting of the Association, 1, 12-15.
- College, Entrance Requirements—A Resolution, 23; Entrance, W. E. Tower, 317-18; Some Aspects of the Problem from the Viewpoint, J. M. Wood, 326; Entrance Problems, C. O. Davis, 328; Nationwide study of, entrance requirements, Fred J. Kelly, 328-29; Domination of secondary schools, Willard Beatty, 329-30; Entrance requirements, C. R. Maxwell, 330-31; Entrance Practices Affecting Senior High School, A. A. Reed, 382-87.
- Colleges, Independence from, C. S. Boucher, 322-23.
- Commissions, Officers of the. *See* Roster.
- Committees, Standing, 158-60.
- Conference, A, on Educational Trends, J. B. Edmonson, 313-33.
- Constitution of the Association, 359-62.
- Cornell College Experiment, Report on the, 172-75.
- Crisis in Education, The Newest, J. B. Edmonson, 16-22.
- Criticisms of the Association, Current, J. B. Edmonson, 257-64.
- Curricula, The Survey and the Reconstruction of, Will French, 229-32.
- Curriculum, The, and the National Survey, Arthur K. Loomis, 219-28; Revision in the Light of the Survey, Charles W. Boardman, 233-36; Revision in Public High Schools, 298-303; How Can the Association Be More Effective in Its Attack on Problems of the, of the Secondary Schools? Will French, 319-20; Need for study of philosophy of, reconstruction, J. D. Elliff, 323; Association's book on reorganization of the, 352.
- Davis, C. O.—Six Years of the QUARTERLY, 168-71; College Entrance Problems, 328; The Association's Views on English, 409-26.

- Deam, Thomas M.—The Work of the Committees of the Commission on Unit Courses and Curricula, 296-97.
- Edmonson, J. B.—The Newest Crisis in Education, 16-22; The Influence of the Survey, 216-18; Remarks, Annual Banquet, 250-51; Current Criticisms of the Association, 257-64; A Conference on Educational Trends, 313-33.
- Eliff, J. D.—Need for study of philosophy of curriculum reconstruction, 323.
- English, The Association's Views on, Calvin O. Davis, 409-26.
- Executive Committee, members of, 7; Some official actions of, 253-54; Decisions of, 432-33.
- Experiments, Report on Institutional, 1932, 172-84.
- French, Will—The Survey and the Reconstruction of Curricula, 229-32; How Can the Association be More Effective in its Attack on Problems of the Curriculum of the Secondary Schools? 319-20.
- Functional Point of View, Developing a, R. D. Lindquist, 304-6.
- Gage, H. M.—Report of the Committee on Athletics, 274-83.
- Giles, J. T.—Introductory Remarks, Annual Banquet, 237-39, 241, 245, 246, 250, 251; Changes in Wisconsin secondary schools, 323.
- Grizzell, E. D.—Remarks, Annual Banquet, 242-45; Action of Middle States Association, 328.
- Haggerty, M. E.—Report of the Study on Faculty, Curricula, Objectives, and Examinations, 195-99.
- Handbook of the Association, 6, 154, 375-81.
- Higher Education, Proceedings of the Commission on Institutions of, 33-54; members of Commission on Institutions of, 154-55; Report of the Committee on Revision of Standards: Social Control of Higher Education, George F. Zook, 185-94; Report of the Study on Faculty, Curricula, Objectives, and Examinations, M. E. Haggerty, 195-99; Report on the Study of College Administration, Plant Facilities, and Finance, Floyd W. Reeves, 199-203; Report of the Study on Admissions, Personnel, Program, and Extra-Curricular Activities, D. H. Gardner, 204; Discussion, George N. Carman, 204-5; Work of the Committee on Revision of Standards for Higher Institutions in the Association, 291-95; Large Scale Planning in, Fred J. Kelly, 388-93.
- High School, Administrative Difficulties Imposed by Accrediting Agencies on the Reorganized Six-Year, H. G. Hotz, 318-19.
- High School Curriculum Reorganization*, 352.
- Honorary membership, election to, 432.
- Hotz, H. G.—Proceedings of the Commission on Secondary Schools, 59-145; Administrative Difficulties Imposed by the Accrediting Agencies on the Reorganized Six-Year High School, 318-19.
- Jessup, Walter A.—Standardization and Achievement, 265-69.
- Joliet Junior College Experiment, Report on the, 175.
- Kansas City, Missouri, Experiment, Report on the, 175-77.
- Koos, Leonard V.—A National Survey of Secondary Education, A Preliminary Summary, 206-15.
- Kelly, Fred J.—Nationwide study of entrance requirements, 328-29; Large Scale Planning in Higher Education, 388-93; Election to honorary membership, 432.
- Kissick, W. P.—Orienting the Orientation Course, 394-408.
- Lindquist, R. D.—Developing a Functional Point of View, 304-6.
- Loomis, Arthur K.—The Curriculum and the National Survey, 219-28.
- Maurer, Irving—Athletics in a Modern College, 270-73.
- Maxwell, C. R.—College entrance requirements, 330.
- McComb, E. H. K.—Annual Report of the Treasurer, 146-48; Introductory Remarks, Annual Banquet, 246-47.

- McWhorter, L. N.—What Are Some of the Difficulties or Obstacles in the Way of Securing More General Acceptance of These Recommendations? 320-21.
- Middle States Association, Action of, E. D. Grizzell, 328.
- Minutes of the Association, Official, 149-52, 237-52, 428-42.
- Moe, M. P.—Remarks, Annual Banquet, 245-46.
- Morley, E. E.—Recruiting and Subsidizing Athletes, A Resolution, 22; Athletics in Secondary Schools, 287-90.
- Music, Accrediting Independent Schools of, and Art, 161-62.
- Officers of the Association, 7-11; Members of the Higher Commission, 154-55.
- Official Roster. *See* Roster, official.
- Orientation Course, Orienting the, W. P. Kissick, 394-408.
- Preparation of High School Pupils for College, An Experiment in the, H. H. Ryan, 307-11.
- Presidential Address, The First, 372-74.
- Principals, Responsibilities resting on, W. C. Reavis, 327-28.
- Proceedings, Wanted: Old, 256.
- Program, Tentative, Thirty-Eighth Annual Meeting, 355-58.
- Progressive Education Association, Report on progress of inquiry of, Wilfred Aikin, 321-22.
- Prunty, Merle—Introductory Remarks, Annual Banquet, 239-40; Desirable Changes in the Educational Organization of the Secondary Schools, 316-17; Obligations of secondary schools to youth, 330-31.
- QUARTERLY, subscription rates for, 1; Editorial Board of, 7; Six Years of the, C. O. Davis, 168-71.
- Railroad rates and certificates, 351.
- Randall, Otis E.—Remarks, Annual Banquet, 247-50.
- Reavis, W. C.—Responsibilities resting on principals, 327-28.
- Reconstruction, Need of educational, Thomas E. Benner, 327.
- Reed, A. A.—Previous actions of North Central Association, 331; College Entrance Practices Affecting Senior High Schools, 382-87.
- Reeves, Floyd W.—Report on the Study of College Admission, Plant Facilities, and Finance, 199-203.
- Reprints from the QUARTERLY, supply of, 15, 155, 354.
- Research Studies, 255-56.
- Rightmire, G. W.—The School and the Social Order, 24-32.
- Roemer, Joseph R.—Some problems of the Southern Association, 326-27.
- Roster, Official, of the Association, 7-11; Members of Higher Commission, 154-55; A Historical Official, 363-71.
- Ruthven, Alexander G.—The Super-University, 163-67.
- Ryan, H. H.—An Experiment in the Preparation of High School Pupils for College, 307-11.
- School and the Social Order, The, G. W. Rightmire, 24-32.
- Secondary Education, A National Survey of (A Preliminary Summary), Leonard V. Koos, 206-15.
- Secondary Schools, Proceedings of the Commission on Secondary Schools; 59-145; Desirable Changes in the Organization of, Merle Prunty, 316-17; Changes in Wisconsin, J. T. Giles, 323; College domination of, Willard Beatty, 329-30; Obligations of, to youth, Merle Prunty, 330-31. *See also* Curriculum.
- Southern Association, Some problems of, Joseph R. Roemer, 326-27.
- Standardization and Achievement, Walter A. Jessup, 265-69.
- Standards, for Accredited Institutions of Higher Education, 38-42; for Accrediting Secondary Schools, 62-66; Report of the Committee on Revision of, 185-205; Interpretation of, 254-66; Changes in, for secondary schools, 427-28; Changes in, for higher institutions, 434-35; Work of Committee on Revision of, 437-39.
- Stephens College Experiment, Report on the, 177-82.
- Stouffer, E. B.—Introductory Statement, Report of the Committee on Revision of Standards, 185.

- Stradley, B. L.—Introductory Remarks, Annual Banquet, 241-42.
Subscriptions, rates for, 1.
Super-University, The, Alexander G. Ruthven, 163-67.
Survey of Secondary Education, A National (A Preliminary Summary), Leonard V. Koos, 206-15; The Influence of the, J. B. Edmonson, 216-18; The Curriculum and the National, Arthur K. Loomis, 219-28; The, and the Reconstruction of Curricula, Will French, 229-32; Curriculum Revision in the Light of the, Charles W. Boardman, 233-36; National, Reports, 255.
- Teacher, Modernizing the, L. N. McWhorter, 320-21.
Tower, W. E.—College Entrance, 317-18.
Treasurer, Annual Report of the, E. H. K. McComb, 146-48.
Tulsa Experiment, Report on, 182.
- Unit Courses and Curricula, The Work of the Committees of the Commission on, 296-97.
- Whitford, William G.—Report of the Subcommittee on Art, 312.
Whitney, Allen S.—Election to honorary membership, 432.
Willett, G. W.—Curriculum Revision in Public High Schools, 298-303.
Wood, J. M.—Some Aspects of the Problem of College Entrance from the College Viewpoint, 326.
Works, G. A., Proceedings of the Commission on Institutions of Higher Education, 33-54.
- Zook, George F.—Social Control of Higher Education, 185-94; Work of the Committee on Revision of Standards for Higher Institutions in the Association, 291-95.

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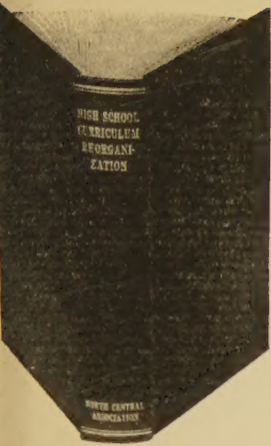
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CONTENTS

I. INTRODUCTION	1
II. THE GENERAL POINT OF VIEW	5
III. USING THE ASSOCIATION'S CURRICULUM MATERIALS	29
IV. ART	47
V. MUSIC	90
VI. ENGLISH	120
VII. LATIN	149
VIII. FRENCH	175
IX. SPANISH AND GERMAN	195
X. GENERAL SCIENCE	215
XI. BIOLOGY	228
XII. CHEMISTRY	238
XIII. PHYSICS	262
XIV. MATHEMATICS	282
XV. SOCIAL STUDIES	306
XVI. HOME ECONOMICS	329
XVII. HEALTH AND PHYSICAL EDUCATION	341
XVIII. EXTRACURRICULAR ACTIVITIES	359
XIX. POINTS OF FUTURE EMPHASIS	378
CURRICULUM REPORTS OF THE ASSOCIATION	389
INDEX	393

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